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ABSTRACT

This directory of resources was developed to present current information about teaching techniques, instructional materials, and human resources to enhance elementary and secondary basic skills instruction. The guides' five units cover basic skills, English and language arts, mathematics, reading, and writing. Each unit contains abstracts of selected documents, descriptions of successful local and national basic skills programs, abstracts of nonprint teacher training materials, descriptions of professional organizations, and a list of the Wisconsin Department of Public Instruction staff members who have worked in basic skills. Each listing describes the organization or product, its audience, and possible uses. The address, telephone number, and title of the contact person for each service or program cited are included. (JD)

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# Basic Skills Resource Guide

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**Prepared by**
**The Wisconsin Dissemination Project (WDP)**

**In Cooperation with**
**The Basic Skills Improvement Program - ESEA Title II**

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# Introduction

As State Superintendent I am committed to assuring that all young people in the State of Wisconsin can demonstrate competence in the basic skills by the time they graduate from high school. By the basic skills, I mean the ability to effectively read, write, speak and calculate. These skills are necessary to function successfully in other school subjects, on the job, and as a citizen. Although I stress the basic skills, I recognize the need for a balanced curricular and extra-curricular program.

Teachers must be well prepared to teach the basic skills in order to improve student performance. Teachers, curriculum specialists and principals need to know about successful school programs, research findings and consultant assistance which are available to help them improve basic skills programs in their district. The **Basic Skills Resource Guide** was developed to present in a convenient, accessible form, current information about teaching techniques, instructional materials, and human resources to assist with the improvement of instruction in reading/language arts and mathematics.

The **Basic Skills Resource Guide** contains abstracts of selected documents; descriptions of some successful local and national basic skills programs; abstracts of nonprint teacher training materials; descriptions of some professional organizations; and a listing of Department of Public Instruction staff members who have worked in the basic skills. In short, the first steps have been taken to catalog and make readily available a directory of resources which have been recommended by teachers and subject matter specialists who are actively engaged in basic skills programs. The directory cannot be exhaustive; rather, current resources are presented which have been tried and found to be successful.

Herbert J. Grover, State Superintendent

# How To Use The Basic Skills Resource Guide

The **Basic Skills Resource Guide** brings together several types of resources which may be helpful to school districts. This guide has been prepared by the Wisconsin Dissemination Project (WDP) staff in consultation with the DPI basic skills coordinator and DPI supervisors in reading, mathematics and English/communication arts.

WDP staff have developed a system for creating an education data base for the State of Wisconsin called WIRE (Wisconsin Information Resources for Educators). The abstracts and information in the **Basic Skills Resource Guide** were entered into WIRE and the computer was used to format and print this guide. These basic skills resources are computer searchable by the WDP regional centers in responding to questions they receive in the basic skills subjects.

You will notice, in examining the Table of Contents, that the **Basic Skills Resource Guide** is divided into five subject sections. Each of these sections can be used by itself as a collection of resources. Therefore, the sections of the guide can either be kept together or divided among appropriate departments of the school district.

The types of resources described in the guide are: **DPI consultant services, print materials, program descriptions, nonprint materials** and **professional organizations.** Subject sections are divided from each other with a yellow page which has on it a table of contents for the section. Directions pertinent to obtaining each type of resource are included as needed in this guide.

If you have questions about the guide or the resources described, please do not hesitate to contact the WDP office at the following address:

Wisconsin Dissemination Project
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707
(608) 267-9236 or (608) 266-3108

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# Basic Skills Resource Guide

## Section I

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## Basic Skills

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# Basic Skills Resource Guide

## Basic Skills Consultant Services

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The following persons provide consultant services from DPI. Their services and resources are described briefly. **Contact them directly for further information.**

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| | |
|---|---|
| **Name** | **Bethke, Eunice** |
| **Job Title** | Chief, General Program Section |
| **Organization** | Department of Public Instruction<br>Division for Instructional Services<br>Bureau for Special Educational Programming<br>General Program Section |
| **Address** | 125 South Webster Street<br>P.O. Box 7841<br>Madison, Wisconsin, 53707 |
| **Telephone** | (608) 266-9897 |
| **Target Group** | Curriculum coordinators, directors of instruction, principals and teachers. |

**Abstract**

Administers the Basic Skills Program, serves as resource to school district personnel in basic skills and reading program assessment, planning, implementation and maintenance, curriculum development, instructional techniques and staff development. Can assist with innovative program planning and development in the basic skills area.

**Resources**

Reading: Program Assessment and Planning Handbook; resources in approaches to reading instruction, e.g., language experience, phonics, basal texts; instructional materials review and selection instruments; student achievement and program evaluation instruments; advisement for implementation of section 118.015, Wisconsin Statutes; monograph on reading comprehension; bibliographies available on request; The K-12 Reading Program: A Planning Resource for Wisconsin Schools; Basic Skills: Resources in program development, maintenance; "Basic Skills Improvement Project.

## Basic Skills
## Print Resources

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The following print resources may be obtained from the source or sources indicated. This information follows the label **Source(s)** in each entry.

- If the item is available on microfiche and you wish to borrow it for one month, send your request to: **DPI library, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707.** ***Be sure to include the six digit number which begins with the letters "ED".*** This number is printed after the microfiche loan information.

- If the item is available in hard copy and you wish to purchase it, contact the source indicated. The latest available price information is included.

- If the item is a journal article, request a copy from your local school IMC or public library. If the library does not have it, request that they get it through interlibrary loan.

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| | |
|---|---|
| **Author(s)** | Snider, Robert C. |
| **Title** | **Back to the Basics?** |
| **Orig Inst** | National Education Association, Washington, D.C. |
| **Pub Date** | Aug 78 |
| **Note** | 40p. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED186449** |
| **Hard Copy** | Publications, National Education Association, 1201 16th Street, N.W., Washington, DC 20036 ($2.50). |

**Abstract**

Issues related to basic skills education are discussed, beginning with a review of recent trends in American education. The 1960's are characterized as a decade of innovation, while the 1970's are described in terms of interest in accountability and cost effectiveness. Several reasons for current concerns about basic skills are suggested: parents' expectations; industry's interest in the school's role in job training; a general emphasis on measurable quantities; and public reluctance to pay higher taxes. Classroom teachers are said to face a growing array of obstacles which seriously thwart their professional mission; many new policies contribute to the erosion of the individual teacher's autonomy. A variety of quoted sources indicates that there is little agreement on which skills are considered basic; definitions range from the three R's--reading, writing, and arithmetic--to ethics, coping skills, and self concept. Several news items illustrate the fact that literacy data may be misleading. (GDC)

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| | |
|---|---|
| **Author(s)** | Davis, James E., Ed.; And Others |
| **Title** | **Responding to the Basics Movement.** |
| **Orig Inst** | Southeastern Ohio Council of Teachers of English. |
| **Pub Date** | 79 |
| **Note** | 100p.; The Southeastern Ohio Council of Teachers of English is an affiliate of the National Council of Teachers of English. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED185592** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 40831, $3.50 member, $4.00 non-member) |

**Abstract**

The 17 articles in this journal issue focus on a response to the basics movement. Specific topics covered in the articles include the following: a definition of literacy, the meaning of the basics, the back-to-the-basics movement from a historical-linguistic perspective, behavior modification and the teaching of English composition, developing practical literacy in college English, bringing learners and language together through literature, teaching real English in the vocational school, the basics for secretarial students, ways to help children develop language skills, teaching grammar, teaching process analysis, children's literature, midcareer management, the general public's attitude toward literacy, research support for the teaching of spelling, the basics of living, and using the power of comparison to teach the power of language. Continuing columns in the journal provide information about videotaping creative drama, book reports, and attitudes toward textbook selection in United States schools from 1840 to 1978. (FL)

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| | |
|---|---|
| **Title** | **What Do We Know About Standards for Effective Basic Skills Programs?** |
| **Orig Inst** | Office of Education (DHEW), Washington, D.C. |
| **Pub Date** | Aug 79 |
| **Note** | 44p. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED180016** |

**Abstract**

The purpose of this booklet is to provide information on what is known about standards for effective basic skills improvement programs to persons developing such programs, philosophies, standards, and strategies. It also provides access to current thinking by practicing professionals on standards for building effective programs to eligible applicants for Title II grants and contracts. The eight sections in the booklet contain a position paper on basic mathematical skills prepared by the National Council of Supervisors of Mathematics; a report of the Kansas City Coordinating Conference on Mathematics Issues, held in 1978; the standards for basic skills writing programs developed by the National Council of Teachers of English; guidelines for the professional preparation of reading teachers devised by the Professional Standards and Ethics Committee of the International Reading Association; a discussion of reading programs that work; a reading program assessment scale developed by Right to Read; and a flow chart for program assessment and planning from the "Right to Read Assessment and Planning Handbook." (FL)

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The following nonprint resources may be borrowed without charge from: **Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707.** ***Reserve them as far in advance as possible.***

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| | |
|---|---|
| **Author(s)** | Bradford, Timothy M. |
| **Title** | **Clear Thinking: How To Improve Your Reasoning Skills Parts I & II**<br>160 slides (plastic mounts) in 2 carousel cartridges: col.,; 2 x 2 in. + 2 sound cassettes (32 min.) + 2 sound discs:; 33 1/3 rpm (32 min.) + teacher's guide |
| **Publisher** | The Center for Humanities, Inc. |
| **Source** | Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster St., P.O. Box 7481, Madison, WI 53707 |

**Abstract**

Using advertisements, cartoons, photographs, and artwork, this two-part slide-sound presentation helps students to learn how to draw inferences, pose hypotheses and test conclusions. The presentation also helps students to spot errors in reasoning such as jumping to conclusions, faulty comparisons, faulty syllogisms, and misunderstanding cause and effect relationships. To make the program effective in the classroom, teachers are asked to "warm up" their classes before showing the program and then follow it up with questions and activities so that the program does not seem only an isolated visual experience. The organization of the program allows students to learn the concepts, to observe the concepts being applied to problems, and then to apply the concepts on their own. Class discussion is encouraged while viewing the presentation by stopping the audio while students apply the clear thinking skills to suggested problems. This presentation is a complete, organized plan to develop clear thinking and reasoning skills. A bibliography for further reading is included. (BJS)

## Basic Skills
## Program Descriptions

The following program descriptions include the name, address, and telephone number of a contact person. For more information, contact this person directly.

If the program is from outside the state of Wisconsin, it is part of the **National Diffusion Network (NDN)**. In addition to contacting the program directly you can also receive information about these programs from: **The Wisconsin State Facilitator Office, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707. Telephone (608) 266-9897**

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| | |
|---|---|
| **Program** | **Computer Inservice Program** |
| **Contact Person** | Berland A. Meyer or DuWayne Kleinschmidt<br>Public Schools of Wausau |
| **Address** | 407 Grant Street<br>Wausau, Wisconsin 54401 |
| **Telephone** | (715) 845-5279 |
| **Target Grades** | Postsecondary; Elementary Secondary Education |

**Abstract**

In the spring of 1979 the decision was made by the Wausau School District to make a concerted effort to use microcomputers in the educational system. It was further decided that in order to implement this effectively inservice training had to be designed which would enable teachers to feel comfortable and competent with microcomputers. The program has progressed through four phases. During Phase 1, three microcomputers were introduced and used successfully in three carefully selected fifth grade classes. Interest and enthusiasm grew within the school districts. During Phase 2, four teachers from within the district developed and ran a four week "hands on" workshop. This was repeated three times with a total of sixty participants. During this phase, 55 microcomputers were placed in the district and a college credit course was also offered. In Phase 3, a course with college credit was offered in the district; 23 people enrolled. As a result of this course, teachers are writing their own programs and classroom use is high. During Phase 4, school district teachers have been offered college credit courses in cooperation with a state university. More advanced work is developing and teachers from all grade levels and subject disciplines are participating. The Wausau School District is now able to offer consultant assistance to other districts. (CWF)

**Funding Source(s)**

Local School District; Elementary Secondary Education Act Title IV

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| | |
|---|---|
| **Program** | **Waukegan Follow Through Demonstration Resource Center** |
| **Contact Person** | Harry Bowen, Associate Superintendent<br>Waukegan Public Schools |
| **Address** | 1201 N. Sheridan Road<br>Waukegan, Illinois 60085 |
| **Telephone** | (312) 336-3100 |
| **Target Grades** | Primary Education |

**Abstract**

The model used by Waukegan Follow Through was developed by the University of Kansas. The significant components of the program are: team teaching; training of staff; emphasis on basic academics; and parental involvement. All classrooms use a behavior analysis approach and staff are trained in positive reinforcement techniques. Academic materials are introduced and taught in kindergarten. Curriculum for reading and spelling is based on programmed instruction material. Individual student targets are established for each child. Parents are used as paid paraprofessionals in order to give them the opportunity to observe and influence their children's education. Close contact with student progress is provided by computer feedback on a biweekly basis in reading, math, and spelling.

**Program Evaluation**

The program has been validated by the JDRP 8/77.

**Funding Source(s)**

United States Office of Education

**Cost of Implementation**
The costs of replication are basically those of teaching staff, other staff, consumables, and possibly video equipment.

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**Program** **Expanded Services In Early Learning, Reading, And Mathematics**
**Contact Person** Darryl Boudreauz, Federal Project Administrator
St. Mary Parish School Board
**Address** P.O. Box 1239
Morgan City, Louisiana 70380
**Telephone** (504) 384-1250
**Target Grades** Elementary Secondary Education
**Abstract**
Ongoing diagnosis of pupil need is the core of this program. Students are guided through graded learning experiences until they achieve mastery. Teachers and paraprofessionals are used to maintain a ratio of four or five children per adult. An optical mark reader that scores each teaching practice or exercise the moment the student finishes it makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher. Students attend special classes for 45 minutes daily. Each student's program provides three changes of activity during the period to ensure full concentration during his or her attention span. The program is an instructional management system using every possible strategy to ensure that the right instruction reaches each student. Both specially developed and commercially available materials are used. Test and practice materials copyrighted as "Precision Teaching Program" form the major part of the program. Inservice work with teachers and aides is very important. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to each student's need, use commercial materials properly, and build their own materials. This basic-skills program is self-correcting; it draws attention to specific learning problems and indicates where help is needed. In 10 years, more than 1,500 pages of tests and special exercises have been prepared. The self-correcting feature gives the program potential for meeting the instructional needs of any students in any region.
**Program Evaluation**
The Program has been validated by the JDRP, 11/78.
**Funding Source(s)**
Elementary Secondary Education Act Title I
**Cost of Implementation**
St. Mary Parish serves over 2000 students per year in its Title I programs. Per-pupil cost, including salaries, is under $500 per year.

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**Program** **Model Classrooms: Classroom Management**
**Contact Person** Sherry Avena
Model Classrooms
**Address** 4095 173rd Place S.E.
Bellevue, Washington 98008
**Telephone** (206) 746-0331
**Target Grades** Elementary Education
**Abstract**
This Washington state program was developed by urban rural racial disadvantaged (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer. This classroom management system teaches students how to become responsible for their own learning. They, with their teacher, determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week. A five-day teacher training workshop is conducted at the adopter site. In the workshop, teachers select and organize their placement tests, cross-reference their materials, design class profile sheets, develop their classroom discipline system, and establish their student-managed classroom organizational plan. Implementation of model classrooms puts school districts in compliance with the Washington State learning objectives law. This law requires the identification of reading, math, and language arts

students' learning objectives. Student growth is determined by assessing each pupil's achievement of the stated objectives.

**Program Evaluation**

The model for this program, Model Classrooms: Classroom Management, has been validated by the JDRP, 3/27/78.

**Funding Source(s)**

Educational Regional Research Program

**Cost of Implementation**

Costs of the program include approximately $200 per classroom, plus teacher and teacher's aide training workshop stipends, and Developer/Demonstrator fees and expenses.

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| | |
|---|---|
| **Program** | **Pre-Kindergarten / Extended Day Kindergarten-Evansville School District** |
| **Contact Person** | Dr. Patrick Meehan<br>CESA 15 |
| **Address** | 545 W Dayton St<br>Madison, Wisconsin 53703 |
| **Telephone** | (608) 266-9460 |
| **Target Grades** | Preschool Education; Primary Education |

**Abstract**

This program serves three and four year olds and kindergarten children. Three year olds selected are those showing the greatest need and scoring at a low level on a locally developed screening device. A teacher visits once a week in the home and parents are taught to work with the children three days a week. Once a week they meet in the classroom. Four year olds are also selected with a locally developed screening device. They meet in the classroom four days a week and a home visit is made on the fifth day. Kindergarten children falling below expected district performance levels participate in a diagnostic teaching program. After 9 to 12 weeks they are in an extended day kindergarten program. Each child has individually prescribed activities throughout the program. Language skills, motor skills, basic concepts and behavioral objectives are stressed throughout. (CWF)

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

The program presently costs the school district $55,000. This is largely dependent upon teacher experience and travel expenses. person conducts activities for the children emphasizing language listening skills, music/ movement, etc. While children are involved in group activities with a staff person, parents meet with a teacher. They exchange ideas and discuss various aspects of the program such as the at-home portion including the use of take-home activity kits, child development, etc. Just before going home, parents select an activity kit geared to their children's learning levels and needs. These kits are brought back the following week and exchanged for others. Puzzles and books are also available for parents to check out and use at home with their children. (BJS)

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| | |
|---|---|
| **Program** | **Pre-Kindergarten- Title I** |
| **Contact Person** | Sheldon Niquette or Joyce Olson<br>Kaukauna School District |
| **Address** | 109 E. Eighth St.<br>Kaukauna, Wisconsin 54130 |
| **Telephone** | (414) 766-2052 |
| **Target Grades** | Preschool Education |

**Abstract**

The program focuses on skill development in the areas of auditory, verbal, visual and motor skills with Title I preschool children. Three and four year old children in the school district are screened in four developmental areas: auditory, verbal, visual and motor. Children scoring in the lowest 25% are selected to attend the Title I program two or three days per week. These children will be attending either public or non public schools. The Title I prekindergarten teacher, assisted by a full time aide, works individually and in small groups with children on specific skill development. A developmental checklist is used to measure growth by pre and post testing. High interest creative games and activities are used in the classroom to maintain interest and increase skill development. The Peabody Early Experiences Kit, creative art activities, cooking and sensory experiences and a variety of large group activities provide early learning experiences for Title I children. Parents are involved in the Title I program through weekly newsletters and regularly scheduled parent conferences.

**Funding Source(s)**
Elementary Secondary Education Act Title I
**Cost of Implementation**
$24,978.36

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**Program** Extended Kindergarten
**Contact Person** Judith Casey
Waukesha School District
**Address** 222 Maple Ave
Waukesha, Wisconsin 53186
**Telephone** (414) 544-8874
**Target Grades** Primary Education
**Abstract**

The program offers children more school time to develop skills introduced in kindergarten. Participating children attend regular kindergarten in the morning and return for extended kindergarten in the afternoon. Children are selected through the readiness survey which correlates to the basal program used in the Waukesha School District. Extended kindergartens have a class size of 15 to 20 students. An aide assists the teacher during the entire time students are present. Parents and teachers indicate that children who participate in the program adjust to school more easily and have a higher potential for succeeding in first grade, than do students who have academic needs and were not in the program. (RML)

**Funding Source(s)**
Elementary Secondary Education Act Title I
**Cost of Implementation**
Costs of the program include teacher's salary, salary of aide, materials, and inservice training.

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**Program** Pre-Kindergarten Title I
**Contact Person** Marilyn Dewitt
Wisconsin Heights School District (Black Earth-Mazomanie)
Mazomanie Wisconsin 53560
**Telephone** (608) 795-2254
**Target Grades** Preschool Education
**Abstract**

The program consists of two activities per week, a home visit and a story hour. The activities for home visits are experiential in nature and use subjects which interest pre-school children. Books are always used to introduce a lesson and pre-school skills, such as colors, counting, classification, fine motor skills, etc., are incorporated into it. Time is allowed to work on any special needs that the child may have. The Story Hour is held in the school and provides for group activities and interaction between the children. It is also a time to learn some of the school rules and routine. There is a story, art activity, science experience, often a language activity, and free play time. Parents are encouraged to take part in both activities and to work with their child at home. This type of program is an excellent step from home to school since the child works with the teacher in both places.

**Funding Source(s)**
Elementary Secondary Education Act Title I
**Cost of Implementation**
Salaries and materials.

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The following organizations provide resources and information for educators as well as the general public. **Contact each one directly for further information.**

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**Organization** **Department of Public Instruction**
Division for Management, Planning, and Federal Services
Bureau for Evaluation, Planning, Assessment, and Research
Wisconsin Pupil Assessment Program
**Contact Person** Russell Allen
**Address** 125 South Webster
P.O. Box 7841
Madison, Wisconsin 53707
**Telephone** (608) 266-7941
**Service Area** State of Wisconsin
**Target Group** Teachers and state government officials and citizens.

**Abstract**

The Wisconsin Pupil Assessment Program, administered by the DPI, uses objective-referenced tests, developed in Wisconsin and designed to measure specific objectives in the basic skills areas. The four goals of the program are to provide the legislature, governor's office, and citizens with a measure of student performance in selected academic areas, a comparison of Wisconsin public school students to the rest of the nation in mathematics, reading, and language, a description of student scores over a period of years and materials and technical assistance to schools which voluntarily use the products and processes of the program. Local Wisconsin schools, both public and private, have the option of administering these tests to their own students. (GAW)

**Resources**

Results of the Wisconsin Assessment Program, information about the program, and test construction are available from this office.

**Materials Distribution Policy**

Contact the Assessment Office.

**Publication List**

Publication list available from the DPI Publication Office.

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**Organization** **Wisconsin Research and Development Center for Individualized; Schooling**
University of Wisconsin-Madison
College of Education
**Contact Person** Marshall Smith
**Address** 1025 West Johnson Street
Madison Wisconsin 53706
**Telephone** (608) 263-4200
**Service Area** State of Wisconsin
**Target Group** Elementary and secondary teachers and colleges of education.

**Abstract**

The mission of the Wisconsin R & D Center is to understand, and to help educators deal with, diversity among students. The Center pursues its mission by conducting and synthesizing research, developing strategies and materials, and disseminating knowledge bearing upon the education of individuals and diverse groups of students in elementary and secondary schools. Specifically, the Center investigates: -diversity as a basic fact of human nature, through studies of learning and development -diversity as a central challenge for educational techniques, through studies of classroom processes -diversity as a key issue in relations between individuals and institutions, through studies of school processes -diversity as a fundamental question in American social thought, through studies of social policy related to education. The Wisconsin Research & Development Center is a non-instructional department of the University of Wisconsin-Madison School of Education, supported primarily with funds from the National Institute of Education. (GAW)

**Resources**

Books, scholarly reports, workshops, conferences, films, filmstrips, games.

## Basic Skills Organizations

### Materials Distribution Policy

Single copies of a few items are available free of charge from the Center office. Most items are sold for a cost-recovery fee.

### Publication List

"Bibliography of Publications" is available free of charge from the Center Office.

# Basic Skills Resource Guide

## Section II

## English/Language Arts

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# Basic Skills Resource Guide

## English/Language Arts
## Consultant Services

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The following persons provide consultant services from DPI. Their services and resources are described briefly. **Contact them directly for further information.**

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| | |
|---|---|
| **Name** | **Kellner, Robert** |
| **Job Title** | Supervisor, English And Communication Arts |
| **Organization** | Department of Public Instruction<br>Division for Instructional Services<br>Bureau for Program Development |
| **Address** | 125 South Webster Street<br>P.O. Box 7841<br>Madison, Wisconsin 53707 |
| **Telephone** | (608) 267-9270 |
| **Target Group** | Local school districts. |

**Abstract**

Provides state level leadership, supervision, coordination and consultation related to English, speech, theater and journalism education in Wisconsin. This includes assistance with curriculum development at the local level, program coordination between elementary, secondary and higher education, channeling to local schools and universities pertinent information available from state and national sources and developing programs based on professional research, DPI guidelines and local district needs.

**Resources**

Curriculum planning, development and implementation guides; program evaluation materials; elementary and secondary skill development materials; bibliography materials for professional organizations; local school and university program data.

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The following print resources may be obtained from the source or sources indicated. This information follows the label **Source(s)** in each entry.

- If the item is available on microfiche and you wish to borrow it for one month, send your request to: **DPI library, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707.** ***Be sure to include the six digit number which begins with the letters "ED".*** This number is printed after the microfiche loan information.
- If the item is available in hard copy and you wish to purchase it, contact the source indicated. The latest available price information is included.
- If the item is a journal article, request a copy from your local school IMC or public library. If the library does not have it, request that they get it through interlibrary loan.

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| | |
|---|---|
| **Author(s)** | King, Martha L., Ed.; And Others |
| **Title** | **The Language Arts in the Elementary School: A Forum for Focus.** |
| **Orig Inst** | National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 73 |
| **Note** | 390p. |
| **Source(s)** | |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill 61801 (Stock No. 50544, $4.75 non-member, $4.25 member) |

**Abstract**

This collection of 37 articles presents various perspectives on the purposes, contents, and methods of teaching the language arts in the elementary school. The primary focus is on developments in the language arts during the 1960s. Many of the authors relate innovations in language arts to more traditional concerns; the editors suggest that the general theme of this collection is that the language arts are concerned less with a strictly content-centered curriculum than with emphasizing the development of people by increasing their understanding of language, literature, and communication skills. The essays are grouped into six sections: (1) a state of the arts review, identifying major current issues and proposing future directions; (2) a discussion of what should be the legitimate emphasis of language study in the curriculum; (3) current developments in spelling and handwriting; (4) creative expression in oral and written composition; (5) the teaching of reading skills as one component in a language arts program; and (6) a discussion of how literature study can serve the child. (DI)

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|---|---|
| **Author(s)** | Kellner, Robert |
| **Title** | **After Curriculum Development-"Then What?"** |
| **Orig Inst** | Wisconsin State Dept. of Public Instruction, Madison, Wisconsin. |
| **Pub Date** | Aug 79 |
| **Note** | 11p. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED196033** |

**Abstract**

A brief list of questions is offered as a checklist for local school districts who have developed a language arts curriculum plan and who want to appraise their work. The questions elicit information on curriculum design, key components and elements of the curriculum plan, teacher role, continuity, sequence, flexibility, implementation and evaluation. (RL)

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|---|---|
| **Author(s)** | Winkeljohann, Rosemary, Ed. |
| **Title** | **Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.** |
| **Orig Inst** | ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 79 |

**Note** 31p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED176332**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 39515, $1.25 non-member, $0.75 member)
**Abstract**

The first half of this booklet presents an annotated list of recommended curriculum guides representing a variety of sample frameworks, units, and lesson plans intended for reference use by schools and agencies who are in the process of curriculum development. Grouped according to the year in which the guides were recommended (1979, 1978, 1977), each annotation provides the following information: the grade levels involved; a description of the content, aims, and objectives; and information on obtaining the guide. The second half of the booklet contains a revised statement of criteria for planning and evaluation of English language arts curriculum guides. The evaluation instrument presented in the booklet was designed to apply to many different content emphases within the field of English language studies, as well as to the learning process, organization, methodology, and language versatility. Criteria are organized under the headings of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (AEA)

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**Author(s)** Lundsteen, Sara W.
**Title** **Listening: Its Impact at All Levels on Reading and the Other Language Arts. Revised Edition.**
**Orig Inst** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
**Pub Date** 79
**Note** 179p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED169537**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 29498R, $6.00 non-member, $5.25 member)
**Abstract**

In an integration of listening research with other areas of language arts, this monograph presents a framework for understanding listening skills and outlines classroom activities that are based on scientific data. Stressing the priority and value of listening instruction, the introduction discusses the need for more attention to listening and calls for greater systemization in instruction. The first chapter suggests two approaches to a definition of listening, while the second chapter defines the term according to the operations of a proficient listener. Chapter three deals with listening comprehension as it relates to instructional objectives and teacher needs. The final two chapters examine criticisms and rationales applicable to both formal and informal listening tests and set standards to assist teachers in reaching specific objectives. The appendixes contain lists of commercially published listening materials and classroom listening materials intended to supplement those presented in the text. (MAI)

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**Author(s)** Shane, Harold G., Ed.; Walden, James, Ed.
**Title** **Classroom-Relevant Research in the Language Arts.**
**Orig Inst** Association for Supervision and Curriculum Development, Washington, D.C.
**Pub Date** 78
**Note** 160p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED158333**
**Hard Copy** Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006 (Stock No. 611-178140, $7.50)
**Abstract**

This monograph, the fifth in a series of publications issued since 1955, reviews current language arts literature and related research. Following an introduction which discusses language arts research as a reflection of change, separate chapters examine research in the areas of visual literacy, language development and critical thinking, foreign language instruction, English as a second language, and listening. Three chapters discuss the literature of reading research. Composition and creative writing, spelling and handwriting, and literature are the remaining areas covered. The concluding chapter looks to the future of language arts research. References appear at the end of each chapter. (FL)

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|---|---|
| **Author(s)** | Spann, Sylvia, Ed.; Culp, Mary Beth, Ed. |
| **Title** | **Thematic Units in Teaching English and the Humanities. First Supplement.** |
| **Orig Inst** | National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 77 |
| **Note** | 83p. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED145455** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 53747, $3.95 non-member, $3.25 member) |

**Abstract**

The units in this first supplement to "Thematic Units in Teaching English and the Humanities" have been selected, as were those in the original publication, because they involve students actively in reading, writing, listening, and speaking for a purpose--that purpose being to explore and communicate with others on issues of vital interest. The five units deal with the new journalism and the student voice, speculation about life on other planets, male/female roles in literature and the media, the "exodus" theme in black American literature, and divorce. For each unit, the contributors provide daily lesson plans and list objectives, evaluation measures, books and other materials, and suggested activities. (GW)

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| **Author(s)** | Klein, Marvin L. |
| **Title** | **Talk in the Language Arts Classroom.** |
| **Orig Inst** | ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 77 |
| **Note** | 71p. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED136280** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 50047, $2.95 non-member, $2.75 member) |

**Abstract**

Talk, the use of language to accomplish purposes of varying degrees of significance in the child's language development, is a learning activity, guided by a teacher and practiced by the child. The purpose of this book is to show how important this skill, talk, is to the child and to present ways in which teachers can stimulate children's talking skills in the classroom. Topics of chapters are the nature of talk, things people do with talk, things which impinge upon talk, a talk model for the language arts classroom, designing a talk environment, and roles for the language arts teacher to consider. A bibliography concludes the book. (JM)

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|---|---|
| **Author(s)** | Loban, Walter |
| **Title** | **Language Development: Kindergarten through Grade Twelve. NCTE Committee on Research Report No. 18.** |
| **Orig Inst** | National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 76 |
| **Note** | 156p. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED128818** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 26545, $3.75 non-member, $3.50 member) |

**Abstract**

This monograph reports a longitudinal study of the language development of 211 pupils as they progressed from kindergarten through twelfth grade. Data include transcribed interviews, written compositions, reading and IQ scores, listening scores and ratings, teachers' ratings on specified language factors, and reports of books read. Results concentrate on differences among three subsamples: 35 pupils rated high in overall language ability by their teachers, 35 rated low, and 35 selected randomly from the total group. Differences between pupils who use language effectively and those who do not are described, as are the stages, velocity, and relative growth of the children's language during the 13 years of the study. Appendixes provide samples of transcripts, compositions, instruments, and methods of analysis. (AA)

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**Author(s)** Spann, Sylvia, Ed.; Culp, Mary Beth, Ed.
**Title** **Thematic Units in Teaching English and the Humanities.**
**Orig Inst** National Council of Teachers of English, Urbana, Ill.
**Pub Date** 75
**Note** 180p.; Some material removed from microfiche due to copyright restrictions prior to pagination
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED119181**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 53739--loose leaf $4.95 non-members, $4.50 member; Stock No. 53720--with binder $6.95 non-member, $6.50 member)

**Abstract**

This book is dedicated to the use of a humanistic, thematic approach to the teaching of English. The chapters deals with such topics as teaching poetry, teaching American folklore and tradition, and helping students achieve greater self-knowledge and self-understanding through using the "speaking voice" in oral and written communication. The book also contains units on filmmaking, media and the representation of life, death, utoPia, the concept of the hero, individual conscience versus established authority, growing old, the world of the occult, sports literature, and the future. Each unit is written by a different teacher and contains the teacher's comments on the unit as well as an overview, the general objectives of the unit, and measures for evaluating the objectives of the unit. A daily lesson plan is delineated and resources for the units are listed. (TS)

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**Author(s)** Donelson, Ken, Ed.
**Title** **Back-to-the-Basics in English Teaching.**
**Orig Inst** Arizona English Teachers Association, Tempe.
**Pub Date** Feb 76
**Note** 157p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED117739**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 02379R, $6.30 non-member, $4.90 member)

**Abstract**

In this issue, the writers focus on the "basics" in English teaching, some offering suggestions on ways of altering present conditions, some commenting generally (in assessments, defenses, or attacks) on the basics, and some presenting specific discussions of basics in teaching the various language arts components. A few of the articles and authors are: "'SCISAB' Spelled Backwards Is 'Basic'!" by Allan Dittmer, "The Emerging of New 'Basic Fundamentals' of English Media" by Nancy Cromer, "He Who Can Does--He Who Cannot Tests" by Joseph Mersano, "Relevance Is Out, Classics Are In" by Florence Miller, "The Indifferent Bell: A Short Diatribe Against Teaching the Basics" by G. Lynn Nelson, "Writing, Prisons, and the English Teacher" by Richard Koch, "The Little Car That Could" by Stephen Dunning, "Basic Backwardness" by Charles Weingartner, and "Humanities--Basic to Total Education" by Martha P. Brincklow. (JM)

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**Author(s)** Donelson, Ken, Ed.
**Title** **Some New Ways of Looking at the English Curriculum.**
**Orig Inst** Arizona English Teachers Association, Tempe.
**Pub Date** Apr 73
**Note** 114p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED094418**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 45272R, $3.45 non-member, $2.30 member)

**Abstract**

The essays contained in this issue discuss some of the recent changes in the English curriculum (including the move toward accountability), the increase in the number of elective courses, and the effect of recent innovations on the future of English as a staple of the high school curriculum. Contents include "The English Curriculum: Fossil, Amoeba or Complex Organism," "Your Own Personal Rx for G. E. F.," "Curriculum Shock," "English from APEX to Nadir," "A Custom-Designed English Program," "Why Not Try Thematic Unit Planning?" "As the World Turns On," "Man in Conflict: A

Program Designed for the English Open Space," "Utopia in English," "Interdisciplinary Team Teaching at Alhambra High School," "Is English Worth Saving?" "Accountability English Style," "English, Community Style," "Gamemaking in the English Curriculum," "Some New Questions and Some Old Answers About the English Curriculum," "The Black Idiom," "High School Teaching Revisited," "Implications of Elementary School Practice on Small Group Instruction," "Prove It! I Can't," "If I Had One Wish for Something New, Really New, in the English Curriculum" "Current Reading," and "Shoptalk." (RB)

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**Author(s)** Robinson, H. Alan; Burrows, Alvina Treut
**Title** **Teacher Effectiveness in Elementary Language Arts: A Progress Report.**
**Orig Inst** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
**Pub Date** Apr 74
**Note** 102p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED089317**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 14282, $2.25 nonmembers, $2.00 members)

**Abstract**

This survey of recent research on teacher behaviors probes seven areas of elementary language arts teaching: teaching linguistics to elementary and preschool children; teaching listening skills to children in the elementary school; teaching literature to children; children's oral language/speaking; reading instruction; spelling instruction; and the teaching of writing. Answers were sought to these questions: (1) What teaching behaviors are associated with pupil "success" as defined in the respective studies? and (2) How can one identify and describe these activities in the classroom milieu? It was concluded that gaps exist in the crucial area of "precise activities at points of interaction between teacher and pupil." In addition to sections reporting on each of the seven areas probed, the book includes "Plan for a Five-Phase Study of Teaching Effectiveness," "Criteria of Excellence in Teaching the Language Arts," "Evaluative Instruments and Pertinent Research," and "A Forward Look." (HOD)

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**Author(s)** Neff, Charles, Comp.; Neff, Nancy, Comp.
**Title** **Aids to Curriculum Planning: English Language Arts K-12.**
**Orig Inst** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
**Pub Date** Oct 73
**Note** 168p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED085697**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00233, $4.95 non-member, $4.50 member)

**Abstract**

The aids consist of excerpts of curriculum guides that are representative models for sections of the "Criteria for Planning and Evaluation of Curriculum Guides." The criteria were established by the National Council of Teachers of English Committee on Curriculum Bulletins and were designed to facilitate the planning and evaluating of curricula. These aids are intended to: (1) provide curriculum guide developers with a model, (2) present useful units to the classroom teacher, and (3) be used as reference material in college classes. Each of the seven sections in the book (philosophy, objectives, language, composition, media, reading and literature, and evaluation is preceded by an explanation of criteria. Most sections include a model excerpt from an elementary, a secondary, and a total K-12 curriculum guide. (LL)

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**Author(s)** Donelson, Ken, Ed.
**Title** **Elective Programs in English.**
**Orig Inst** Arizona English Teachers Association, Tempe.
**Pub Date** Feb 72
**Note** 83p.

**Source(s)**
**Microfiche** One month loan from DPI Library; *Request* ED068929
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 01456, $1.75 non-member, $1.65 member)

**Abstract**

Sixteen articles are presented which deal either generally with this issue's theme, "Elective Programs in English," or specifically describe and/or evaluate experiences with particular elective programs or courses. Included in the "Current Reading" section is a brief bibliography of articles and books, recent and old, on elective programs in English. Brief ideas and thoughts on the topic are presented in the "Shoptalk" section. (JF)

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**Author(s)** Duke, Charles R.
**Title** **Creative Dramatics and English Teaching.**
**Orig Inst** National Council of Teachers of English, Urbana, Ill.
**Pub Date** 74
**Note** 180p.
**Source(s)**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 01223, $3.50 nonmember, $3.25 member)

**Abstract**

Although creative expression and drama in the classroom are important in leading education toward a more humanistic approach to learning as well as toward the development of students capable of responding more rationally to the changing world educators have offered few opportunities for creative student expression. Thus, this book focuses on concrete suggestions for implementing creative dramatics techniques. Part one explores the theoretical background of the creative process, the historical development of children's drama, creative dramatics in its relationship to the child's development, special areas and applications of drama in education, and the future of creative dramatics in education. Part two treats the teacher's role in fostering creative expression, especially in drama, and suggests methods for guiding students in creative dramatics. Part three provides a handbook of resources for creative dramatics. Appendixes provide a content outline for a creative dramatics course on the college level and suggest areas which might be included in a curriculum which uses drama as an integral part of teaching. A selected bibliography concludes the book. (JM)

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**Author(s)** Joos, Martin
**Title** **The Five Clocks--A Linguistic Excursion Into The Five Styles of English Usage.**
**Pub Date** 67
**Note** 1p.
**Source(s)**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 17473R, $4.60 non-member, $3.45 member)

**Abstract**

This study of language presents a specific, systematic description of the ways in which a speaker adjusts his manner of speaking according to the context in which he employs language. Four usage-scales of "Native Central English" are introduced--age, breadth, responsibility, and style. A knowledge of these four dimensions hopefully will overcome the normal American's "English usage guilt-feelings," and help him realize that depending on differing needs and occasions there are at least four acceptable ways in which English can be used. In order to understand how people choose from among grammatically equivalent forms, stylistics must be taken into consideration. A study of five styles--frozen, formal, consultative, casual, and intimate--constitutes the greater portion of [illegible] book. Albert H. Marckwardt provides an introduction.

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**Author(s)** Crowley, Sharon, Ed.
**Title** **Arizona English Bulletin; Volume 20, Number 3, April 1978. Speech and Drama in the English Class.**
**Orig Inst** Arizona English Teachers Association, Tempe.
**Pub Date** Apr 78
**Note** 94p.; The Arizona English Teachers Association is an affiliate of the National Council of Teachers of English

**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED172226**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 46341, $3.50 member, $4.00 non-member)

**Abstract**

The 23 articles in this collection suggest practical speech and drama activities for the English classroom. Among the topics discussed are the following: classroom discussion as theatre, using groups for more effective teaching, role playing activities that teach language concepts, improvisation as an instructional method, an oral approach to literature, improving writing through the use of small peer-group discussions, incorporating speech and drama into the English program, pantomime and improvisation as creative dramatics, small group discussion in the English classroom, transforming "The Scarlet Letter" into a radio play, the oral reading approach in the English survey course, establishing an appropriate climate for role playing, using elements of transactional analysis in speech and drama, establishing a sexual values week, using the overhead projector as a dramatic tool, having students research and give oral reports on individual family histories, teaching speech skills to ninth grade students, and producing adaptations of "Macbeth" with eleventh grade students. (GT)

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**Author(s)** Herian, Roger; Moen, Mary
**Title** **A Resource Curriculum in Broadcast Media. Bulletin No. 8025.**
**Orig Inst** Wisconsin State Dept. of Public Instruction, Madison.
**Pub Date** 78
**Note** 93p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED171245**
**Hard Copy** Department of Public Instruction, Publications Office, 125 South Webster Street, P.O. Box 7841, Madison Wi 53707, no charge

**Abstract**

A resource for teachers who design instructional programs in broadcast media, this curriculum guide consists of eight units which deal with the nature of broadcast media, broadcast programming and public interest, broadcast advertising, broadcast regulation, societal effects of broadcasting, broadcasting and future technology, radio broadcasting, and television broadcasting. Each unit follows a standard format--introductory statement, instructional objectives, content outline, learning activities, instructional assessment, and unit references. (CMV)

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**Author(s)** Poyatos, Fernando
**Title** **Man Beyond Words: Theory and Methodology of Nonverbal Communication. Monograph No. 15.**
**Orig Inst** New York State English Council.
**Pub Date** 76
**Note** 216p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED151843**
**Hard Copy** Peter D. O'Connor, Department of English, State University College at Oswego, Oswego, New York 13126 ($6.75)

**Abstract**

Communication cannot and should not be studied as the simple, isolated phenomenon known as language, because language occurs in a cultural context and its messages are shaped by nonverbal elements. The basic structure of total communication includes language, paralanguage (vocal-nonverbal communication), and kinesics (communication through gestures, manners, and postures). Other factors that affect total communication and that should be studied are proxemics and chronemics (space and time as communication). The theory and methodology of total communication's nonverbal elements can be applied to written as well as spoken activities; one such application is the study of nonverbal communication in narrative literature. (Experiences and field-research projects that reflect nonverbal communication theory and methodology are suggested.) (RL)

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**Author(s)** Dana, Jane; Zimmerman, LaNette
**Title** **A Resource Unit in Film. Bulletin No. 7087.**
**Orig Inst** Wisconsin State Dept. of Public Instruction, Madison.
**Pub Date** (76)

**Note** 49p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED140313**
**Abstract**

The units on film in this curriculum guide may be used in sequence or as needed to strengthen film units already being taught. Since it was designed to offer ranges of choice for a variety of teachers, this resource guide contains more than an individual teacher is likely to use in a particular unit or course. Topics of the units, which are arranged in a logical order of presentation, are the nature of film, the tools of film, the filmmaking experience, the forms of film, film criticism, and the shape of film to come. Each unit contains a list of instructional objectives, a content outline, lists of learning activities and instructional assessment procedures, and references. (JM)

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**Author(s)** Wood, Barbara Sundene, Ed.
**Title** **Development of Functional Communication Competencies: Grades 7-12.**
**Orig Inst** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
**Pub Date** Apr 77
**Note** 38p.; Theory & Research Into Practice Series
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED137859**
**Hard Copy** Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($1.40 members, $1.50 non-members)
**Abstract**

This booklet discusses functional communication competencies in young people at the seventh-grade through twelfth-grade levels. The first part of the booklet, which is devoted to an analysis of current theory, describes the "competent" adolescent, communication acts, communication competence in general, communication practice, and instructional goals. The second section, which discusses teaching techniques and provides activities to encourage communication competence, includes exercises for students in grades seven and eight and for those in grades nine through twelve. (KS)

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**Author(s)** Wood, Barbara Sundene, Ed.
**Title** **Development of Functional Communication Competencies: Pre-K-Grade 6.**
**Orig Inst** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
**Pub Date** Apr 77
**Note** 33p.; Theory & Research Into Practice Series
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED137858**
**Hard Copy** Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($1.40 members, $1.50 non-members)
**Abstract**

This booklet discusses functional communication competencies in children at the prekindergarten through sixth-grade levels. The first part of the booklet, which is devoted to an analysis of current theory, describes the "competent" child, communication acts, communication competence in general, communication practice, and instructional goals. The second section, which discusses teaching techniques and provides activities to encourage communication competence, includes exercises for prekindergarten and kindergarten and for fourth-grade through sixth-grade children. (KS)

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**Author(s)** Mersand, Joseph, Ed.
**Title** **Guide to Play Selection; A Selective Bibliography for Production and Study of Modern Plays. Third Edition.**
**Orig Inst** National Council of Teachers of English, Urbana, Ill.
**Pub Date** 75
**Note** 296p.

**Source(s)**

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| **Microfiche** | One month loan from DPI Library; ***Request* ED109696** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 19468, $5.95 nonmember, $5.75 member) |

**Abstract**

This selective bibliography for production and study of modern plays was compiled by the NCTE Liaison Committee with the Speech Communication Association and the American Theatre Association. The introduction, "A Guide to Play Production," discusses general criteria of play selection and provides an overview of the collaborative process of producing a play, focusing chiefly on the role of the director in giving conceptual unity to the production. Approximately 850 plays are described and arranged according to playwright in the section entitled "Guide to Play Selection." The appendixes include listings of publishers, distributors, or agents who control amateur performance rights to plays described in the guide. Addresses of authors representing their own works, if known, are also given. The bibliography of anthologies and collections lists over 400 volumes which contain plays listed in this guide. Included are author and title indexes, as well as a topical index and an index arranged according to the number and sex of the players required in each play. (LL)

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| **Author(s)** | Tiedt, Iris M., Ed. |
| **Title** | **Drama in Your Classroom.** |
| **Orig Inst** | National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 74 |
| **Note** | 50p.; Reprints from the January 1974 issue of "Elementary English" |

**Source(s)**

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| **Microfiche** | One month loan from DPI Library; ***Request* ED097711** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Road Urbana, Illinois 61801 (Stock No. 08538, $1.65 nonmember, $1.50 member) |

**Abstract**

This publication contains articles offering new perceptions of creative drama in the elementary school basic English program. Creative dramatics is viewed as the core of a child's imagining, improvising, and languaging processes. Articles included are "Drama in the Classroom" by Sister Marie P. Hardy; "The Ray Bradbury Dramatic Workshop" by Dan Donlan; "Creative Dramatics in a Language Arts Program: Personal Growth and Self-Expression" by Beatrice A. Furner; "Puppetry" by Myra Weiger; "Creative Dramatics as a Classroom Teaching Technique" by Harriet W. Ehrlich; "Dramakinetics--An Approach in Creative Expression" by Sister Jannita Marie; and "Creative Drama in the Language Arts Program, or 'Catch that crab before he finds a hole!'" by Linda Reed. (SW)

The following nonprint resources may be borrowed without charge from: **Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707.** ***Reserve them as far in advance as possible.***

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**Author(s)** Kovacik, Sally Gilhaus; Herkert, Patricia
**Title** **Study Skills**
1 sound cassette (15 min.) + 44 slides in 1 carousel cartridge:; col. + script
**Publisher** Wisconsin Department of Public Instruction
Right to Read Project
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707
**Abstract**

Study skills assist students in developing independence in gathering information from printed material. To facilitate their independent information gathering process, students need instruction and guidance so that study skills can be used independently. This slide-sound presentation focuses on six major areas in which students need directed work in study skill development: outlining, test taking, library skills, graphic aids, rate of comprehension, and note taking. (BJS)

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**Title** **Storysharing Celebration**
3 videocassettes (30 min. each): sd., col.; 3/4 in.
**Publisher** Wisconsin Department of Public Instruction
Division for Library Services
Right to Read Project
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707
**Abstract**

This three-part videocassette series provides coverage of the Storysharing Celebration held April 14, 1980, at the Governor's residence in Madison, Wisconsin. Storysharers demonstrated their skills and offered helpful suggestions on selecting literature and preparing it for presentation. Since storysharing can be used to both teach and to entertain, it is an important skill for parents, teachers, librarians, faculty members, and others desiring to reach their audiences. Storysharing helps to develop an appreciation for literature in its listeners as well as to create a desire to read. Also, storysharing can be effectively used to develop other language art skills such as writing, listening, and creative dramatization of literature. Each videocassette focuses on a specific aspect of storysharing. The first videocassette features enhancements which can be brought to the storysharing experience to attract and to hold an audience's attention; storysharers demonstrate the use of props, costumes, puppets, songs, audience involvement, and creative dramatization. Pure storytelling is featured in the second videocassette with storysharers using only their voices, faces, and bodies as their tools. The third videocassette demonstrates the skill of reading directly from books. Literature is brought alive through the use of dialect, graphic art, and illustration presentation. In the last part of this videocassette storysharers offer suggestions in story selection, preparation, and presentation; they also discuss some of their personal experiences in storysharing. (BJS)

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**Author(s)** Holmes, Adrienne
**Title** **Communication Skills--Reading: Understanding The Main Idea and Making Inferences; Parts I & II**
160 slides (plastic mounts) in 2 carousel cartridges: col.; 2 x 2 in.; + 2 sound cassettes (32 min.) + 2 sound discs: 33 1/3 rpm; (32 min.) + teachers' guide, inc. script & sources + ditto; masters + student activity cards
**Publisher** The Center for Humanities, Inc.
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster St., P.O. Box 7481, Madison, WI 53707
**Abstract**

Using advertisements, cartoons, photographs, and artwork, this two-part slide-sound presentation helps students learn how to draw inferences and read for the main idea. These concepts are dramatized with literary examples; built-in exercises allow students to apply these reading skills and to receive immediate reinforcement from the media interaction. To make the program effective in the classroom, teachers are asked to "warm up" their classes before showing the program and then follow it up with questions and activities so that the program does not seem merely an isolated visual experience. Several suggestions are made for both warm up and wrap up activities. Specific discussion questions are also included. This method allows students to learn the concepts, to observe the concepts being applied to problems, and then to apply the concepts on their own. A bibliography for further reading is also included. (BJS)

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|---|---|
| **Author(s)** | Halloran, Bill |
| **Title** | **The Affective Dimension of Reading; Reading and Writing: How to Create The Desire**<br>1 videocassette (60 min.): sd., col.; 3/4 in. |
| **Publisher** | Indiana University Reading Programs |
| **Note** | Visual examples difficult to see. |
| **Source** | Free loan: Eunice Bethke; Department of Public Instruction; 125 South Webster Street; P.O. Box 7841; Madison, WI. |

**Abstract**

This cassette encourages educators of all levels to use books to reach and to motivate their students. By reading to their students, teachers can relax and ease students into their classroom work. Storysharing can be used by teachers to create a desire to read, to develop other language arts skills, and to establish positive teacher-student relationships. Teachers can add a touch of excitement to their existing programs through teaching with books. Vocabulary development, dictionary use, and creative writing techniques are demonstrated using books and pictures as their focus. Besides practical application to curriculum, the positive affective dimension of reading to students is stressed; teachers have to give to their students before they can expect to receive from them. Storysharing helps to create a favorable working relationship between teachers and students. (BJS)

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The following program descriptions include the name, address, and telephone number of a contact person. For more information, contact this person directly.

If the program is from outside the state of Wisconsin, it is part of the **National Diffusion Network (NDN)**. In addition to contacting the program directly you can also receive information about these programs from: **The Wisconsin State Facilitator Office, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707. Telephone (608) 266-9897**

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**Program** **TALK: Teaching Activities for Language Knowledge**
**Contact Person** Roberta Stiles, Project Coordinator
Muldoon Center
**Address** Rockford School District #205
Rockford, Illinois 61102
**Telephone** (815) 964-7019
**Target Grades** Primary Education

**Abstract**

A language specialist teaches 30-minute oral language lessons twice each week in K-3 classrooms. The participating classroom teacher remains in the classroom during lessons demonstrated by the language specialist, teaches weekly follow-up oral language lessons assigned by the language specialist from the TALK lesson manual, and completes a brief evaluation of the TALK lessons conducted. A TALK lesson manual includes lessons in listening skills, grammatical skills, describing and defining, personal and social awareness, choral speaking, story-telling, creative dramatics and puppets, and speaking and hearing science.

**Program Evaluation**

The program has been validated by the JDRP, 7/79.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

Two hours release time per week for a language specialist or classroom teacher to service two classrooms. Each teacher must have the TALK instructional manual, $25. A TALK training manual, $10, is suggested for each school district.

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**Program** **Student Teams-Achievement Divisions (STAD): Language Arts**
**Contact Person** J. Richard Lewis
Area II Office
Frederick County Schools
**Address** 103 Prospect Street
Middletown, Maryland 21769
**Telephone** (301) 473-8910
**Target Grades** Elementary Secondary Education

**Abstract**

STAD is one of three student team learning instructional processes. IN STAD students are assigned to four- or five- member teams. Each team is composed of a relatively high-achieving student, a low achiever, and two or three average achievers. Teams are composed of both minority and nonminority students, boys and girls. The teacher using STAD follows a regular pattern of activities, the first day teaching a lesson on the class objective. The next day, students go into teams to study the material the teacher has presented. The students use worksheets and answer sheets to help each other study the material and to assess their mastery of it. During this time, students typically quiz each other, explain problems, and mutually help each other become proficient in the skill. Finally, students take a 15-minute quiz on the material with no help from their teammates. Each student earns quiz points determined by comparing his/her score with scores of students on other teams who have about the same past academic performance. Individuals' points are compiled into team scores, and team scores are recognized in a class newsletter at the end of the week. Students using STAD in language arts typically learn more than students in traditional control classes, especially as measured by standardized tests. STAD students also gain more than control students in liking for school, self-esteem, positive relationships with students of different races, and other outcomes. STAD can be used with teacher-made materials or with inexpensive materials available from the project. It is easy to learn and use, and there are project trainers all over the United States able to help teachers learn to use STAD in the classroom.

**Program Evaluation**

The program has been validated by the JDRP, 4/79.

**Funding Source(s)**

National Institute of Education

**Cost of Implementation**

Teacher's manual, $2. Manual set, $3. Awareness/training filmstrip/tape, $15. Curriculum materials for language arts: grades 3-6 (20 one-week units), $8; grades 3-6 (100 one-week units), $20; grades 7-8 (20 one-week units), $8. Supplementary manual, $1. No special equipment or staff needed.

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**Program** **Personalized Instruction: A Classroom Team Approach.**
**Contact Person** Sally Jo Case or Eleanor Pennington
**Address** 4476 West 68th Avenue
Westminster, Colorado 80030
**Telephone** (303) 428-3511
**Target Grades** Elementary Education

**Abstract**

The Personalized Instruction: A Classroom Team Approach program is designed to provide an instructional model that will be successful in helping pupils improve their language arts skills. The program includes reading and communication skills, language development, creative writing, and recreational reading. Specialists, working in a team relationship with cooperating classroom teachers and aides, devise and implement instructional activities that relate the pupils' characteristics and learning styles to the classroom teachers' existing curriculum. Pupils selected for the program are in the lowest quartile in reading achievement. They are cross-age grouped in regular classrooms, with 24 Title I pupils served for a 60-80 minute language arts period. Each class is divided into three or four subgroups of six to eight pupils. During the period, each subgroup receives 20 minutes of regular reading instruction from the participating classroom teacher, 20 minutes of supplementary and 20 minutes of reinforcement activities from the aides. (In the case of an 80-minute period, the class regroups for 20 minutes of instruction in written communications). In addition to the regular classroom program, a resource classroom may be provided, offering supervised activities in recreational reading and creative writing. These activities are scheduled during the afternoon, when classroom regroupings are not feasible.

**Program Evaluation**

The program has been validated by the JDRP, 12/16/74.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Per pupil cost is estimated at $423.

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**Program** **Success Strategies for Reading and Language**
**Contact Person** June Johnson
W.T. Moore Elementary School
**Address** Rt 17, Dempsey Mayo Road
Tallahassee, Florida 32308
**Telephone** (904) 877-8595
**Target Grades** Primary Education

**Abstract**

This interdisciplinary program, emphasizing basic language and reading skills, trains regular classroom teachers to utilize diagnostic, prescriptive, and behavioral techniques more commonly used by reading clinicians and psychologists. Such clinical approaches are combined with proven traditional methods to help teachers meet the wide range of pupil performance found in today's classrooms and remedial classes. Strategies useful for working with remedial, normal, and gifted students include: ongoing teacher diagnosis of reading, language, and thinking skills; special remediation of severe language deficits; efficient classroom organization and management; large-group, small-group, and individual study; attention to spoken vocabulary, psycholinguistics, reading, grammar, standard English, writing, and critical thinking skills; a wholesome yet stimulating learning environment; and effective discipline. This program is a combination of individualized techniques for basal reader instruction, a systematic management system with learning activities that are motivating yet appropriate for elementary-age children, a concern for academic achievement, and a concern for the child's self-concept. Adaption may be for the total curriculum project or for any one of three program components: Psycholinguistics, Oral Language, and Reading. Training for effective classroom discipline accompanies each component. A five-day seminar at the D/D site is available for training leadership teams from adopter school systems selecting total curriculum adoption. Seminars provide in-depth training to prepare leadership teams for training classroom teachers and all training materials, including instructional modules for each professional staff member and an implementation/management kit. Training workshops are also available at adopter's home district for classroom teachers and administrators. The number of days required for these workshops depends on the number of components chosen.

**Program Evaluation**

The program has been validated by the JDRP, 5/23/74.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

Costs are estimated at $15 per component per teacher, $0-$10 per child for student materials.

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**Program** **Model Classrooms: Classroom Management**
**Contact Person** Sherry Avena
Model Classrooms
**Address** 4095 173rd Place S.E.
Bellevue, Washington 98008
**Telephone** (206) 746-0331
**Target Grades** Elementary Education

**Abstract**

This Washington state program was developed by urban rural racial disadvantaged (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer. This classroom management system teaches students how to become responsible for their own learning. They, with their teacher, determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week. A five-day teacher training workshop is conducted at the adopter site. In the workshop, teachers select and organize their placement tests, cross-reference their materials, design class profile sheets, develop their classroom discipline system, and establish their student-managed classroom organizational plan. Implementation of model classrooms puts school districts in compliance with the Washington State learning objectives law. This law requires the identification of reading, math, and language arts students' learning objectives. Student growth is determined by assessing each pupil's achievement of the stated objectives.

**Program Evaluation**

The model for this program, Model Classrooms: Classroom Management, has been validated by the JDRP, 3/27/78.

**Funding Source(s)**

Educational Regional Research Program

**Cost of Implementation**

Costs of the program include approximately $200 per classroom, plus teacher and teacher's aide training workshop stipends, and Developer/Demonstrator fees and expenses.

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**Program** **Reading/Language Arts-Edgerton School District**
**Contact Person** Dr. Patrick Meehan
CESA 15
**Address** 545 W. Dayton St.
Madison, Wisconsin 53703
**Telephone** (608) 266-9460
**Target Grades** Elementary Education

**Abstract**

Children in kindergarten through sixth grade are selected on the basis of their need for remedial work in language arts. Ongoing diagnostic procedures such as evaluation of students' writing, individual conferences following self-selected reading, informal reading inventories, and use of children's personal vocabulary is used to determine instructional practices. Individually prescribed activities are prepared for children to work on, either alone or in groups. Techniques used include the language experience approach to reading, creative writing activities and the experience approach to developing basic cognitive and language skills. (CWF)

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Costs depend upon teachers' salaries and cost of games and activity materials.

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**Program** **Reading and Math/Grades 4-8/Title I**
**Contact Person** Joyce E. Kieslich
Elcho School District
**Address** Box 223
Elcho, Wisconsin 54428
**Telephone** (715) 275-3225, School or (715) 275-3788 Home
**Target Grades** Intermediate Grades; Junior High Schools

**Abstract**

This program provides supplementary education for students in grades 4-8 having special needs in the areas of reading/language arts, and/or math. A student's level of self-esteem is increased, resulting in a more positive learning, working, and social climate with less discipline problems. The program also focuses on increasing parental interest and involvement in student and school-related activities, through development of a strong Parent Advisory Council. The instructional cycle of the LRC program has seven basic elements: 1) Referral of students who fall below the 40th percentile on school testing program using the Iowa Test of Basic Skills. 2) Pre-testing in fall, using Stanford Diagnostic Reading and Math tests. 3) Identifying specific skill needs. 4) Writing individual prescriptions for each student. 5) Making out daily lesson plans each week, which include innovative, highly motivating activities and materials, correlated with skill needs. Materials are either commercially available and adapted to students needs, or staff developed to meet student needs and interests. 6) On-going monitoring of student progress. 7) Post-testing in spring (using same test as in fall testing) to determine project gains. Several highlights of the LRC Program are the following: 1) The strong emphasis placed on improving a students' self-esteem. 2) One day a week for Educational Activities (using games to reinforce skills). 3) A Reading Enrichment Day, to motivate students to read for pleasure as part of the weekly program. 4) An effective parent involvement program. With the help of the staff including a reading specialist-director, three aides, and volunteer parents, students are scheduled for 20-30 minute periods each day, five days a week. Moveable dividers divide a large classroom into four sections to accommodate the staff. A list of materials used for different phases of the LRC program and samples of various forms are available upon request enclosing a self- addressed envelope. Visitors are welcome to the program by notice. (BJS)

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Program costs are stated to be the following: Based on Title I Distribution of Education Division General Administrative Regulations (EDGAR) July 18, 1980, costs for regular school term 1979-80, reading/language arts phase of Title I Learning Resource Center Program (LRC) for 49 students was $45.00 per student. Approximate cost of operation, $2,193.00. Math phase, $586.00 cost per student. Cost of operation $21,691.00 (This was the first year that math was implemented into the program.

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**Program** **Mastery Learning and Basic Skills**
**Contact Person** Dr. Frisby D. Smith
Milwaukee Public Schools
**Address** 5225 W. Vliet St.
P.O. Drawer 10K
Milwaukee, Wisconsin 53201
**Telephone** (414) 475-8049
**Target Grades** Elementary Education

**Abstract**

Exemplary Center for Reading Instruction (ECRI) is a mastery learning approach to the teaching of reading and language arts based on the assumption that if readers can understand how they use comprehension skills as they read, their comprehension will be stimulated. Teachers are given directives for teaching and testing literal, inferential, critical, and creative comprehension; it is assumed that teachers can learn to teach all pupils to read. ECRI does not have a specific set of materials other than the teacher's manual used in training and the initial packet of materials and pupil and teacher record sheets. It is a technique which can be used with any materials reading series, and it involves the use of sets of "directives" (a script) for teaching word recognition, comprehension, manuscript/cursive, spelling, writing, and study skills. ECRI has a built-in management system; much responsibility is placed on the teacher to teach and the student to learn. Teaching and learning alike is to mastery. Instruction is direct, clear, and diagnostic and calls for many oral as well as written responses by the children. ECRI is active teaching and active learning. (BJS)

**Funding Source(s)**

Elementary Secondary Education Act Title II

**Cost of Implementation**

Program costs are stated to be the following: 1) ECRI consultant fees of $225 per day for 8 hours daily for 5 days are needed for initial training; 2) ECRI manuals-a set of 11 costs about $100; 3) $50 per packet of materials to be run off for each teacher; 4) $50 per set of mastery tests (if printed) for text being used; 5) $2,000 for paper, ditto masters, and transparencies; and 6) if the system has to pay teachers' salaries during training, salary costs of approximately $153 per day for 5 days.

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**Program** **Language Arts, K-12**
**Contact Person** Marlene Hanson
Whitehall Public Schools
**Address** 2405 Hobson St
Whitehall, Wisconsin 54773
**Telephone** (715) 538-4374
**Target Grades** Elementary Secondary Education

**Abstract**

The Whitehall Public School Language Arts K-12 project is designed to provide continuity in the district's English language curriculum. Using specific objectives in eleven units, English teachers, K-12, keyed objectives into appropriate grade levels using the code I (introduce), E (expand), M (master) and R (review). Activities were then devised to teach the concepts and skills for each level.

**Funding Source(s)**

Local School District

**Cost of Implementation**

Cost for teacher inservice to implement the program. Cost of duplicating actual curriculum materials. Consultant cost for implementation.

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**Program** **Reading, Math, Language Arts Team Approach - Title I**
**Contact Person** Marilyn Dewitt
Wisconsin Heights School District (Black Earth-Mazomanie)
**Address** Mazomanie, Wisconsin 53560
**Telephone** (608) 795-2254
**Target Grades** Elementary Education; Junior High Schools

**Abstract**

The Title I Team consists of a reading specialist, language clinician, two elementary teachers and an art teacher. The skills areas covered in this program are language development, reading, English expression, and math. The children who are chosen work in the area of greatest need, in groups of no more than four. It is possible for a child to work in more than one area. Commercial and teacher-made materials are used. The art teacher works with about one third of these children reinforcing the basic skills with creative projects. Before beginning a project a child may have to read instructions, measure area, write instructions, compute cost, etc., thereby using, in a practical way, the basic skills being worked on by the rest of the team. Children chosen for this area are those who need to see the practical application of the basic skills or those with poor self concept who need to improve their confidence. The team also participates in the team meetings of the other Units in the school in order to keep in close contact with the classroom teachers.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Salaries and materials.

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**Program** **Racine Standards Program**
**Contact Person** Nancy Neill (K-6); Joe Papenfuss (7-12)
Racine Unified School District
**Address** 2220 Northwestern Avenue
Racine, Wisconsin 53404
**Telephone** (414) 631-7171

**Target Grades** Elementary Secondary Education

**Abstract**

An all-inclusive K-12 program for primary children and those students in elementary and secondary grades whose scores on the Metropolitan Achievement Tests fall below the 25th percentile of national norms, do poorly on the school district diagnostic feed- back tests, or are recommended by their teacher or principal. The Pre-Primary Component provides a full day of education for up to 102 students whose progress in kindergarten was unsatisfactory and who are not ready for first grade. The Intermediate Component operates at all elementary schools and gives priority to students in the 6th grade, then 5th, then 4th. These students receive small group assistance in reading, English, and mathematics. Each Elementary Standards Program is staffed with a teacher and an aide. The Junior High Component serves 7th graders in all six junior high schools in the areas of reading, English, and mathematics; 8th and 9th graders receive reading assistance. Each of the three high schools offers the assistance of one teacher in these areas. The Standards Program operates in designated schools during the summer. Other components include motivational activities, parental involvement, competency testing, and assistance from guidance counselors. Successful passing of competency tests are required by graduating classes (RH)

**Program Evaluation**

Research and Development Department, Racine Unified School District

**Funding Source(s)**

Local School District

**Cost of Implementation**

The cost during 1980-1981 for the Standards Program, which includes reading, language arts, and mathematics, was about 1.8 million.

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**Program** **Reading/English Rotation Model-Junior High (RER)**

**Contact Person** Nancy Gurrie
Beloit Public School District

**Address** 220 West Grand Avenue
Beloit, Wisconsin 53511

**Telephone** (606) 364-6755

**Target Grades** Junior High Schools

**Abstract**

Beloit's two junior highs are adopter/adapter schools of the nationally validated Title I READING/ENGLISH ROTATION (RER) PROJECT developed in Thomson, Georgia. Procedures for student selection, instructional emphasis, and evaluation have been designed to meet the unique needs of Beloit's Title I eligible population. Beloit's RER project involves 7th grade students. The aim of the project is to increase low achieving students' facility with reading and writing and, subsequently, raise achievement levels. The thrust is an integration of the language arts in both instruction and program organization. The RER project is Beloit's attempt to explore an alternative to traditional pull-out programs for Title I students. The project utilizes three classrooms: an English classroom, a reading room and a Title I skills lab. Students are divided into three groups according to reading level. The three groups rotate among the three classrooms during the period of the rotation project. The building administrators schedule the students into a language arts block consisting of the first two class periods of the morning for a total of 90 minutes. One of those periods would have normally been English and one a study hall. The RER staff in each school consists of a district funded reading specialist, a district-funded English teacher, a Title I teacher and a Title I instructional aide. One staff member serves as a team leader. All team members have a common planning period during the third class period of the morning and plan together at least once a week. In the READING ROOM the reading specialist instructs students in basic reading comprehension, vocabulary and word analysis skills. She introduces themes, reading skills and vocabulary. In the ENGLISH ROOM students are engaged in basic English skills including language study (grammar and spelling), composition (content and mechanics, and oral language skills. In the SKILLS LAB the Title I teacher, assisted by an instructional aide, provides for small group and individualized help in reading and writing through the use of language techniques and specific skill reinforcement.

**Funding Source(s)**

Elementary Secondary Education Act Title I; Local School District

**Cost of Implementation**

Specific personnel, inservice and materials costs for Beloit's (Wisconsin) project are available from the school district.

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**Program** Exemplary Center for Reading Instruction Language Arts Program
**Contact Person** Roger Klumb
Menominee Indian School District
**Address** Keshena, Wisconsin 54135
**Telephone** (715) 799-3345
**Target Grades** Primary Education

**Abstract**

The Menominee Indian School district staff recognized a need to improve students' language arts skills through increased teacher effectiveness. The model that the district adopted to meet this need is the program developed by the Exemplary Center for Reading Instruction (ECRI). The ECRI program is characterized by individualized instruction techniques and positive reinforcement. The goals of the program are to help structure a district-wide language arts program, improve teacher effectiveness in meeting the instructional needs of individual students, and increase the skill mastery and reading achievement levels of students. Procedures used to implement the program are inservice education, specific scheduling strategies, and modified teaching methods and techniques. Expected outcomes of the program are to provide teachers with the knowledge and materials to implement mastery learning activities in their classrooms and to improve students' achievement in the basic skills.

**Funding Source(s)**

Elementary Secondary Education Act Title II; Elementary Secondary Education Act Title IV; Local School District

**Cost of Implementation**

The Menominee Indian School District estimates the cost of implementing the program to be $25,000.00.

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**Program** Academic Improvement Through Language Experience
**Contact Person** Thomas Zuhlke
Kenosha Unified School District
Department of Federal Projects
**Address** 812 Fiftieth street
Kenosha, Wisconsin 53140
**Telephone** (414) 656-6378
**Target Grades** Primary Education

**Abstract**

Public and nonpublic school classroom teachers refer low-achieving students to the TITLE I resource room for individual assessment. Following the educational assessment, the resource teacher selects those students in the greatest need. A personalized performance plan is developed that considers the area of deficiency, the student's learning style, and the instructional techniques to be be modified as the needs of the student change. The language experience approach to instruction is utilized. Instruction follows the assumption that students can speak about that which they have experienced, write about that which they have spoken, and read about that which they have written. At the parent project, a teacher and two aides serve each resource room. Instruction is individualized and takes place in small groups. This project serves approximately 1,200 students during the school year and 450 in the summer. Intensive inservice and parent participation are essential components of this program. Target schools are established by ESEA TITLE I low-income guidelines. Students served are selected from those scoring in the lowest quartile on standardized tests. Kindergarten students are selected from those referred by classroom teachers.

**Program Evaluation**

This program, Academic Improvement Through Language Experience, has been validated by the JDRP, 5/23/78.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Implementation costs are stated to be approximately $15.00 per student for materials in addition to the staff required.

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The following organizations provide resources and information for educators as well as the general public. **Contact each one directly for further information.**

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**Organization** **Wisconsin Council of Teachers of English**
**Contact Person** Richard Hansen
**Address** Bayport High School
**Address** 1217 Cardinal Lane
Green Bay, Wisconsin 53404
**Telephone** (414) 434-0261
**Service Area** State of Wisconsin
**Target Group** English and language arts teachers and colleges of education.

**Abstract**

The Wisconsin Council of Teachers of English, an affiliate of the National Council of Teachers of English. It is a non-profit professional organization dedicated to the promotion of the teaching of language arts and English in Wisconsin. Nine different district directors not only supply workshops for their districts, but also represent those member's viewpoints to the Council, the DPI, the legislature, etc. The Council provides district workshops state conventions, publications, special interest committees, and consultation assistance, especially on censorship issues. (GAW)

**Resources**

Periodicals are "Wisconsin English Journals." "WCTE Newsletter." "Teaching Procedures" and "Service Bulletins." The Council also provides workshops, workshop leaders, and consultants for local censorship protection.

**Materials Distribution Policy**

Most publications are a part of the membership dues.

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**Organization** **Wisconsin Academy of Sciences, Arts, and Letters**
Wisconsin Junior Academy
**Contact Person** LeRoy Lee
**Address** 1922 University Avenue
Madison, Wisconsin 53705
**Telephone** (608) 263-1692
**Service Area** State of Wisconsin
**Target Group** Junior and senior high school students and teachers.

**Abstract**

The Wisconsin Academy of Sciences, Arts, and Letters is a nonprofit, tax-exempt membership organization chartered by the Wisconsin State Legislature in 1870 whose purpose is to encourage investigation and dissemination of knowledge in the sciences, arts, and letters. The Wisconsin Junior Academy is the high school programming division of WASAL. Focusing on the same areas as the parent group, it develops and conducts programs for secondary students including workshops, summer institutes, seminars, and contests. One of the projects is a magazine of original student writing and photography, Excerpts, which is published three times a year. Programs for teachers include talks, consultation, institutes, and conferences in the areas of science (science for handicapped, science education, AP science, field experience for students or teachers, student research, women in science), arts (photography and dance), and letters (creative writing). Much of the work is done by volunteer teachers, administrators, and students. The Academy cooperates with other organizations. (GAW)

**Resources**

Excerpts, a magazine, is published three times a year. Presentations are limited to workshops by experienced teachers.

**Materials Distribution Policy**

Excerpts is available for purchase. Workshop fees vary depending on topic and location of the presenter.

**Publication List**

None

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| **Organization** | **Wisconsin Communication Association** |
| **Contact Person** | Craig R. Streff |
| **Address** | 7500 Milwaukee Avenue<br>Wauwatosa, Wisconsin 53213 |
| **Telephone** | (414) 476-3227 (school); (414) 771-4469 (home) |
| **Service Area** | State of Wisconsin |
| **Target Group** | Speech, communication, media teachers and colleges of education. |

**Abstract**

The Wisconsin Communication Association is an association for teachers and coaches concerned with all areas related to communication which includes such things as communication theory, public speaking, interpersonal dynamics, debate, forensics, organizational communication, and media. It provides annual conventions, publications, and develops curricula, often in cooperation with DPI. It is affiliated with Central States Speech Association and Speech Communication Association. (GAW)

**Resources**

Pamphlets, posters, curriculum guides (units), cassette recordings, journals and some individuals may serve as independent resource persons.

**Materials Distribution Policy**

Journals will be sold for a cost-recovery fee. Costs for services and materials depends on the nature of the request.

**Publication List**

No publications list.

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| **Organization** | **Wisconsin High School Forensic Association** |
| **Contact Person** | Larry Larmer or Mary Palm |
| **Address** | 610 Langdon Street<br>Madison, Wisconsin 53706 |
| **Telephone** | (608) 262-2313 |
| **Service Area** | State of Wisconsin |
| **Target Group** | Junior and senior high school students and forensic teachers. |

**Abstract**

The Wisconsin High School Forensic Association coordinates statewide co-curricular events in speech communication activities which include the areas of theater speech and debate. Educational programs such as workshops and seminars offered for teachers and students and limited print and non-print materials are distributed to member schools. (GAW)

**Resources**

Books, cassette recordings, slide tapes, bibliographies, and consultants are available for ceremonial or instructional occasions.

**Materials Distribution Policy**

Materials are distributed free of charge on a first-come, first-served basis. Charges for consultants are on a cost-recovery basis.

**Publication List**

The publication list, available to member schools at no charge, is under revision.

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| **Organization** | **Wisconsin Theatre Association, Inc.** |
| **Contact Person** | Harv Thompson |
| **Address** | 610 Langdon Street<br>Madison, Wisconsin 53706 |
| **Telephone** | (608) 263-6945 |
| **Service Area** | State of Wisconsin |
| **Target Group** | High school students, high school teachers, and the general public. |

**Abstract**

The Wisconsin Theatre Association, Inc. (WTA), is a nonprofit corporation formed in 1972 out of the need for communication among theatre practitioners, coordination of theatre-education programs, and the desire for more public support and recognition of theatre in Wisconsin. It develops programs for the general public to assist in understanding theatre; cooperates with state and federal agencies and with regional and national conferences to promote program development; supports the development of educational standards for personnel and curricula on theatre arts at all educational levels in Wisconsin; serves as the communication link among theatre people; and provides services and resources to perpetuate a high caliber of theatre production, teaching, and research. (GAW)

**Resources**

Playscripts, on-site visitations, "Secondary School Theatre Bibliography" and "Call Board" a list of productions throughout the state with dates and box office detail.

**Materials Distribution Policy**

Playscripts are loaned to members only; all other printed materials are available at cost.

**Publication List**

None

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**Organization** **National Council of Teachers of English**
**Contact Person** Holly O'Donnell
**Address** 1111 Kenyon Road
Urbana, Illinois 61801
**Telephone** (217) 328-3870
**Service Area** United States
**Target Group** English and language arts teachers and colleges of education.

**Abstract**

The National Council of Teachers of English, the world's largest subject-matter association, focuses on the major concerns of teachers of English and language arts. NCTE has three section committees: elementary, secondary, and college. There are also three constituent organizations: the Conference on College Composition and Communication (CCCC), the Conference on English Education (CEE), and the Conference for Secondary School English Department Chairpersons (CSSEDC). In addition, NCTE sponsors more than 20 conferences, conventions, institutes, and workshops each year. It also includes special interest groups as needs arise and recognizes special achievement of students. It offers teaching aids, information services, and publications to members as well as advice, direction, and guidance. It serves as a clearinghouse for ideas on the subject matter of English and its teaching. It provides teachers with a forum for improving the status of their profession. (GAW)

**Resources**

More that 300 professional books, pamphlets, and literary maps. Three section journals are published: "Language Arts," "English Journal," and "College English," and five other related periodicals.

**Materials Distribution Policy**

One of three section journals is included with membership. Other items will be sold with discounts of up to 33 percent to members. For more information, contact the NCTE Order Department.

**Publication List**

NCTE catalog: Professional Publications for the Teacher of English and the Language Arts is available from the association.

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**Organization** **Speech Communication Association**
**Contact Person** Director of Educational Services
**Address** 5105 Backlick Road
Annandale, Virginia 22003
**Telephone** (703) 750-0533
**Service Area** United States
**Target Group** Speech and communication teachers and clinicians and colleges of education

**Abstract**

While the Speech Communication Association is an international organization for professionals in speech communication arts and sciences it is open to anyone interested in forwarding its purposes. They are "to promote study criticism, in search, teaching and application of the artistic humanistic and scientific principles of communication particularly speech communication". Sections and divisions such as Forensics, Instructional Development, Theatre, and Rhetoric... put members with shared interests and concerns in touch, Annual conventions summer conference and special meetings help members acquire and maintain courses, professional competence through workshops, short courses, seminars, research panels, exhibits, and other activities. It provides an organized national voice on professional matters. A placement service is available to members. (GAW)

**Resources**

SCA publishes a variety of print and nonprint materials including books, monographs, pamphlets, and audio cassettes. The quarterly journals are "Communication Education" (CE); "Communication Monographs" (CM), and "Quarterly Journal of Speech" (QJS).

**Materials Distribution Policy**

Items are sold for a cost recovery fee with a discount to members.

**Publication List**

"Publications" is a catalog of publications available from the Association.

# Basic Skills Resource Guide

## Section III

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## Mathematics

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# Basic Skills Resource Guide

## Mathematics
## Consultant Services

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The following persons provide consultant services from DPI. Their services and resources are described briefly. **Contact them directly for further information.**

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| | |
|---|---|
| **Name** | **Chambers, Donald L.** |
| **Job Title** | Supervisor, Mathematics |
| **Organization** | Department of Public Instruction<br>Division for Instructional Services<br>Bureau for Program Development |
| **Address** | 125 South Webster Street<br>P.O. Box 7841<br>Madison, Wisconsin 53704 |
| **Telephone** | (608) 266-7712 |
| **Target Group** | Local school districts and mathematics teachers. |

**Abstract**

Provides consultation in mathematics and computer science curriculum and instructional strategies for K-12. Assists in the development of Title I mathematics programs, preparation of mathematics and computer related proposals under ESEA Title II and ESEA Title IV.

**Resources**

Guidelines to Mathematics K-6; Guidelines to Mathematics 6-8; Guidelines for Teaching Metric Concepts; Report on the Conference in Competency Based Mathematics Education; National Council of Supervisors of Mathematics Position Paper on Basic Mathematical Skills; Interpretive Report on the 1973 Wisconsin State Mathematics Assessment; What Math Should All Twelfth Graders Know?; Recommendations for the Preparation of High School Students for College Mathematics Courses; A Comparison of the Mathematics Achievement of Males and Females; Changing to the Metric System; The Mathematics Curriculum: 9-12; Research Within Reach: Elementary School Mathematics; National Council of Teachers of Mathematics Annual Meeting, 1980 (cassettes of the major presentations); International Congress on Mathematics Education IV (cassettes); Multiplying Options and Subtracting Bias (3/4" videotape cassettes on sex role stereotyping in mathematics); Mathematics Anxiety Annotated Bibliography.

## Mathematics
## Print Resources

The following print resources may be obtained from the source or sources indicated. This information follows the label **Source(s)** in each entry.

- If the item is available on microfiche and you wish to borrow it for one month, send your request to: **DPI library, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707.** ***Be sure to include the six digit number which begins with the letters "ED".*** This number is printed after the microfiche loan information.
- If the item is available in hard copy and you wish to purchase it, contact the source indicated. The latest available price information is included.
- If the item is a journal article, request a copy from your local school IMC or public library. If the library does not have it, request that they get it through interlibrary loan.

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| | |
|---|---|
| **Author(s)** | Driscoll, Mark J. |
| **Title** | **Research Within Reach; Elementary School Mathematics** |
| **Orig Inst** | R & D Interpretation Service, CEMREL, Inc., Saint Louis, MO. |
| **Pub Date** | 79 |
| **Note** | 20 - 6p. pamphlets |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request by title.*** |
| **Hard Copy** | CEMREL, Inc, 3120 59th Street, St. Louis, MO 63139 |

**Abstract**

This set of 20 bulletins, plus an introduction, is designed to interpret research findings and ways they can be applied in teaching elementary school mathematics. Classroom teachers were interviewed to determine the issues they felt were most pressing in day-to-day mathematics teaching. Thus the bulletins address questions that arise out of actual classroom situations. Each bulletin begins with a question which sets the stage for the discussion that follows. Research conclusions are reflected whenever possible in the suggestions for the teacher. Suggested readings are included with each bulletin. The bulletins include five each on Mathematical Development: The Children (kindergarten topics, the concrete-abstract bridge, counting, manipulatives, and measurement); Mathematical Development: The Teacher's Role (diagnosis, remediation, testing, mastery learning, evaluation, and motivation); Instructional Strategies (meaning, drill, grouping, individualizing, and algorithms); and Stronger Curriculum (problem solving, estimation, calculators, sequence, and textbooks).

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| | |
|---|---|
| **Author(s)** | DeVault, M. Vere |
| **Title** | **Doing Mathematics Is Problem Solving** |
| **Jour Cit** | Arithmetic Teacher; v28 n8 p40-43 Apr 1981 |
| **Source(s)** | |
| **Hard Copy** | Interlibrary Loan - Journal Article |

**Abstract**

Four types of experiences in problem solving are identified, and steps children must learn to do problem solving are presented. (MP)

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| | |
|---|---|
| **Author(s)** | Collins, William J. |
| **Jour Cit** | Arithmetic Teacher; 28; 7; 51-52; Mar 1981 |
| **Source(s)** | |
| **Hard Copy** | Interlibrary Loan - Journal Article |

**Abstract**

The call for "Back to Basics" is reviewed in regard to mathematics instruction. Activities associated with the annual Basic Skills in Math Month in Syracuse, New York public schools are featured. Improvement of student scores on statewide tests during this period is seen as more than just coincidence.(MP)

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**Title** An Agenda for Action: Recommendations for School Mathematics of the 1980s.
**Orig Inst** National Council of Teachers of Mathematics, Inc., Reston, Va.
**Pub Date** 80
**Note** 30p.
**Source(s)**
**Hard Copy** National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($1.00).

**Abstract**

Eight recommendations for school mathematics in the 1980s are given. These are based partially on results from mathematical assessments and other studies, and are intended to launch a decade of action in mathematics education. For each of the following recommendations, the document includes a short commentary and a series of recommended actions to be taken: (1) problem solving should be the focus of school mathematics in the 1980s; (2) basic skills in mathematics should be defined to encompass more than computational facility; (3) mathematics programs should take full advantage of the power of calculators and computers at all grade levels; (4) stringent standards of both effectiveness and efficiency should be applied to the teaching of mathematics; (5) the success of mathematics programs and student learning should be evaluated by a wider range of measures than conventional testing; (6) more mathematics should be required for all students and a flexible curriculum with a greater range of options should be designed to accommodate the diverse need of the student population; (7) mathematics teachers should demand of themselves and their colleagues a high level of professionalism; and (8) public support for mathematics instruction should be raised to a level commensurate with the importance of mathematical understanding to individuals and society. (MK)

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**Author(s)** Meiring, Steven P.
**Title** Problem Solving -- A Basic Mathematics Goal, 2: A Resource for Problem Solving.
**Orig Inst** Ohio State Dept. of Education, Columbus.
**Pub Date** 80
**Note** 95p.
**Source(s)**
**Microfiche** One month loan from DPI Library; *Request* ED186288
**Hard Copy** The Ohio Department of Education, Div. of Inservice Education, 65 South Front St., Columbus, OH 43215 (write for correct price information).

**Abstract**

This second booklet of a two-part publication, designed as an in-service tool for teachers of grades K-9, concerns the teaching and curriculum aspects of problem solving. It is a digest of selected topics integral to successful problem-solving instruction. The resource is organized into independent units for individual reference or group in-service use. These units can be employed in a variety of ways. Self-contained topics may be selected as needed by teachers engaging in problem-solving instruction with their classes. Individual units may serve as the topic for in-service meetings conducted by supervisory staff. Particular units can be selected for periodic sustained study throughout the school year as a comprehensive in-service program or course on problem-solving teaching. The individual unit titles are: Introduction to Teaching Problem Solving; Research and Psychological Summaries; Looking Back Strategies; Teaching Considerations; Choosing Different Teaching Modes; Story Problems and Number Sentences; Getting Started; Primary Instruction; Intermediate and Junior High Instruction; Creating a Problem Solving Environment; Organizing the Curriculum; and Calculators in Problem Solving. (Author/MK)

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**Author(s)** Meiring, Steven P.
**Title** Problem Solving -- A Basic Mathematics Goal, I: Becoming a Better Problem Solver.
**Orig Inst** Ohio State Dept. of Education, Columbus.
**Pub Date** 80
**Note** 65p.

**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED186287**
**Hard Copy** The Ohio Department of Education, Div. of Inservice Education, 65 South Front St., Columbus, OH 43215 (write for correct price).

**Abstract**

This introductory book of a two-part publication, designed as an in-service tool for teachers of grades K-9, is based on the postulate that a teacher should become a better problem solver in order to teach problem solving more effectively to students. This booklet provides an overview of problem solving as a process used daily by all individuals and as a curriculum goal important to all disciplines. A substantial portion of the booklet is devoted to introducing strategies, methods useful in getting started on problems, and successfully solving them. Though the booklet uses mathematical problems as the medium for problem solving discussions and activities, the techniques have application to virtually any problem area. The booklet is intended for interactive use, it may be studied individually or be used by groups of teachers. It is planned in sections which are preceded by objectives in that section. The major portion uses a strategies approach to problem solving. Sections are organized by clusters of related problem solving strategies. Each strategy of a cluster is discussed and illustrated in the solution of a problem. (Author/MK)

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**Author(s)** Brandau, Linda; Easley, Jack
**Title** **Understanding the Realities of Problem Solving in Elementary School With Practical Pointers for Teachers.**
**Orig Inst** ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
**Pub Date** Dec 79
**Note** 71p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED179424**
**Hard Copy** Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.00)

**Abstract**

This paper is divided into three parts. Part I connects the reality of the classroom with the idealism which arises from some of the problem solving literature. It is argued that a broader concept of problem solving is needed to provide a perspective for bridging the gap between the conceptions of problem solving in the literature and typical classroom practice. Part II examines what "problem solving" might mean in the context of the elementary school classroom. Part III considers how children can be helped to understand the non-arbitrary character of rules of arithmetic by examining the connectedness of mathematical ideas, rules, and procedures. Also included is a list of references and recommended readings, a list of specific pointers for teachers, and a conclusions section. (Author/MK)

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**Author(s)** Schoen, Harold L.
**Title** **Calculators in Mathematics - How Should They Be Used.**
**Pub Date** Apr 79
**Note** 22p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED175628**

**Abstract**

This paper was presented at the 1979 meeting of the American Educational Research Association (AERA) in San Francisco. It describes specific examples of calculator-aided mathematics learning activities for children in grades 2-6. These examples illustrate a variety of topics and types of learning which can be enhanced by a range of capabilities of a four-function calculator. Activity sheets and explanations of their uses are included. The activities are categorized by their instructional goals, and are designed to teach counting and numeration, basic facts, some selected number concepts, estimation, and problem solving. A discussion of the role of the calculator in mathematics learning as illustrated by the sample activities is also presented. (HM)

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**Author(s)** Chambers, Donald L.; Dowling, Kenneth W.
**Title** **Changing to the Metric System.**
**Orig Inst** Wisconsin State Dept. of Public Instruction, Madison.

**Pub Date** (78)
**Note** 37p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED173142**
**Hard Copy** Department of Public Instruction, Publications Office, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, no charge
**Abstract**

This report examines educational aspects of the conversion to the metric system of measurement in the United States. Statements of positions on metrication and basic mathematical skills are given from various groups. Base units, symbols, prefixes, and style of the metric system are outlined. Guidelines for teaching metric concepts are given, including organization of behavioral objectives by grades and topics and student behavioral objectives. Resources for support of metric education, such as the MeasureMetric Instructional Television Series and Metric Week, are reviewed. A bibliography of printed resources on metric education is given. (MP)

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**Title** **National Council of Teachers of Mathematics Position Statements.**
**Orig Inst** National Council of Teachers of Mathematics, Inc., Reston, Va.
**Pub Date** Nov 77
**Note** 18p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED153782**
**Abstract**

This document contains 12 position statements of the National Council of Teachers of Mathematics. The statements affirm positions on basic skills, mathematics and bilingual/bicultural education, class size, guidance and counseling for secondary-school counselors and mathematics teachers, involvement of and pressures on classroom teachers, individual differences, the metric system, use of calculators, competency-based teacher education, computers, and career education. (MS)

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**Author(s)** Rogers, Sandra
**Title** **Laboratory Mathematics. Curriculum Booklet 6 - Number Theory.**
**Orig Inst** Anderson County School District 2, Honea Path, S.C. Washington, D.C.
**Pub Date** 77
**Note** 27p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED141172**
**Abstract**

This booklet is one of a set of five booklets which comprise the basic curriculum for "Mathematics Laboratories for Disadvantaged Students," a nationally validated Title III ESEA project. This publication provides evaluation materials and student materials related to number theory. Topics included in this booklet are prime and composite numbers, odd and even numbers, integers, divisibility, and exponents. The project was designed for middle school students (Grades 5-8). (RH)

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**Title** **The NIE Conference on Basic Mathematical Skills and Learning (Euclid, Ohio, October 4-6, 1975). Volume II; Reports from the Working Groups.**
**Orig Inst** National Inst. of Education (DHEW), Washington, D.C.
**Pub Date** 75
**Note** 49p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED125909**
**Abstract**

In October 1975 a conference was convened in Euclid, Ohio, by the Basic Skills group of the National Institute of Education (NIE). Position papers presented by the 33 participants and status reports from 11 agencies involved in mathematics education were received and analyzed. On the basis of this analysis, four topics were identified as issues around which working groups would be formed for the remainder of the conference. These were: (1) classroom instruction and teacher education, (2) curriculum development and implementation, (3) goals for basic mathematical skills and learning, and (4) research priorities. Reports of the individual working groups are presented in this volume. These reports make specific recommendations to NIE: recommendations range from statements of general policy and procedural guidelines which the groups felt should be followed to specific projects for which funding should be available. The final paper in this volume is a summary of the conference with comments on 10 broad problems by the co-chairmen. (SD)

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|---|---|
| **Title** | **Overview and Analysis of School Mathematics, Grades K-12.** |
| **Orig Inst** | Conference Board of the Mathematical Sciences, Washington, D.C. National Advisory Committee on Mathematical Education. |
| **Pub Date** | 75 |
| **Note** | 172p. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED115512** |
| **Hard Copy** | Conference Board of the Mathematical Sciences, 2100 Pennsylvania Avenue, N.W., Suite 832, Washington, D.C. 20037 (Single copies available upon request) |

**Abstract**

By appointment of the Conference Board of the Mathematical Sciences, a committee was established to investigate the status of mathematical education at the pre-college levels. Drawing on the data gathered and published by the National Assessment of Educational Progress, the National Center for Educational Statistics' survey of course offerings and enrollments at public secondary schools, and the American Institutes for Research's survey concerning computing activities in secondary education, as well as the committee's own studies of statewide objective and testing programs and of elementary school curricula and instruction, the report addresses a broad spectrum of issues. Chapters of the report are devoted to a summary and analysis of the curricular reforms during 1955-1975, identification and discussion of current curricular emphases, analysis of alternative instructional situations and patterns, discussion of teacher education, and statement of recommendations for policy changes as well as for research and development. Two overriding policy recommendations advocate the avoidance of dichotomizing mathematics (e.g., "old" vs. "new") and the commitment to quality mathematical education for all. Suggestions concerning curriculum, teacher education, evaluation, and research are presented in detail. (SD)

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The following nonprint resources may be borrowed without charge from: **Donald Chambers, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707.** ***Reserve them as far in advance as possible.***

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**Author(s)** Downs, Floyd; and others
**Title** **What Should Be Dropped from the Secondary School Mathematics Curriculum to Make Room for New Topics?**
2 Sound Cassettes (1 hr., 40 min.)
**Publisher** Fourth International Congress On Mathematical Education
**Note** A session recorded at the Fourth International Congress on Mathematical Education.
**Source** Free loan: Donald L. Chambers, Mathematics Supervisor, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707. Request tape no. 31C,a&b.

**Abstract**

An international panel of math educators addresses the fact of the information and technological boom since the end of World War II which has made much of the traditional curriculum obsolescent. Speakers from the USA, Taiwan and the Netherlands observed that time is a commodity in short supply and must be used to advantage. An interdisciplinary approach, relating math to real-life problem solving situations, was encouraged. Overly abstract language and theory was deemed inappropriate to teaching at the basic skills levels. Many "New Math" concepts confused students and did little to enhance real learning. It is preferable to move from the concrete and specific to the general and abstract, rather than the reverse. Calculators and computers in the classroom mean that long computational problems need not be worked by hand. Since very few students will become mathematicians, usefulness is an important criterion in deciding what to include in the curriculum. This includes understanding of consumer math, exponential growth, interpretation of data, and the like. Ideas which improve cognitive functions are also important--critical thinking, memory training, precision are to be fostered. Educators are told not to save topics just because they've always been taught, or are thought to be good for students. An improved curriculum can stimulate interest in math and encourage students to pursue math-related careers. (RML)

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**Author(s)** Sobel, Max
**Title** **Back to Basics: Past, Present, Future**
1 sound cassette (60 min.)
**Publisher** Fourth International Congress on Mathematical Education
**Source** Free loan: Donald L. Chambers, Mathematics Supervisor, Department of Public Instruction, 125 South Webster Street, Madison, WI 53707. Request tape no. 311.

**Abstract**

Curriculum changes in the late 70's emphasized a return to basic skills in math instruction, and focused on problem solving, competency testing, and providing for individual differences. The National Council of Teachers of Mathematics noted that computational competence is the major objective of current math programs. The speaker cautions that there is a danger that the skills concept will be interpreted too narrowly, losing sight of the goal of teaching for math understanding. There are presently ten basic skills defined: 1) problem solving, 2) applied math in daily activities, 3) recognition of reasonable results, 4) estimation and approximation, 5) knowing the appropriate computational method, 6) geometry, 7) measurement, 8) reading and making charts and graphs, 9) probability, and 10) computer learning. Testing in 1977-78 showed that students with narrow basic skills training could compute but not master more sophisticated math. Their estimating skills were poor, and rote learning has replaced understanding of principles. Adoption of the 10 point basic skills program is a vital direction for math in the 80's. Arithmetical skills should be exercised all through high school, as students need training in technological and practical (i.e. useful) math, in order to be prepared for the complexity of contemporary society. (RML)

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| | |
|---|---|
| **Author(s)** | Sobel, Max A. |
| **Title** | **The Long Road Ahead** |
| | 1 sound cassette (30 min.) |
| **Publisher** | Fourth International Congress on Mathematical Education |
| **Note** | A session recorded at the Fourth International Congress on Mathematical Education. |
| **Source** | Free loan: Donald L. Chambers, Mathematics Supervisor, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707. Request tape no. 525. |

**Abstract**

An "Agenda for Action" drawn up by the International Congress on Mathematical Education resolves to teach math better in the 80's by emphasizing improved instruction, especially through inservice teacher education and preservice teacher education. Teachers must acknowledge that it is important for them to motivate and understand students and to bring patience and enthusiasm to the classroom. To teach in the best way possible teachers need the support of school, and community, together with strong teacher associations. A teacher "examination of conscience" is recommended to consider whether each day's work has been presented in the best way possible; whether each child has benefited by the teacher's presence that day. Improvement of student self-concept will benefit all children, but will particularly assist those who are in some ways disadvantaged. Children must be recognized as their country's chief resource of the future. (RML)

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| | |
|---|---|
| **Author(s)** | Trafton, Paul R. |
| **Title** | **Effective Instruction and Productive Learning** |
| | 1 sound cassette (65 min.) |
| **Publisher** | National Council of Teachers of Mathematics |
| **Note** | A major presentation at the 1980 Annual Meeting of the National Council of Teachers of Mathematics. |
| **Source** | Free loan: Donald L. Chambers, Mathematics Supervisor, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707. Request tape no. 495. |

**Abstract**

The speaker directs attention to the idea that mathematics teaching methods must be both efficient and effective. Because instruction time is brief and usually fixed, it must be optimally used so that students learn the material thoroughly; re-teaching is costly in terms of time and money. How well students understand what they have been taught must be determined through tests and analysis of teaching techniques. Readiness to learn is an important component in the retention of material; so also is repetition and review in the classroom. Most teachers are more effective as curriculum implementers than as curriculum developers. They are assisted by texts that define the curriculum well and are sequentially organized. Students should be given an active role in their own learning, with teachers who help strengthen skills where they are weak. Learning is cumulative and comprehensive; ideally the teacher will be able to engage the emotions as well as the intellects of students, their heads as well as their hearts. (RML)

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| | |
|---|---|
| **Author(s)** | Shulte, Albert P. |
| **Title** | **Bettering the Basics: Pruning Past Practices and Insightfully Implementing Innovation** |
| | 1 sound cassette (66 min.) |
| **Publisher** | National Council of Teachers of Mathematics |
| **Note** | A major presentation at the 1980 Annual Meeting of the National Council of Teachers of Mathematics |
| **Source** | Free loan: Donald L. Chambers, Mathematics Supervisor, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707. Request tape no. 399. |

**Abstract**

The crowded mathematics curriculum must be pruned of obsolete topics in order to better accommodate new technology of the 80's and a commitment to basic education that is more far-reaching than insistence on merely computational skills. The speaker indicates that math strategies that deal with real-life problem solving are important: students need to be competent in pencil and paper, but it is important to utilize calculators, computers, and mini-computers, as they are an integral part of the mathematics of the future. Students need more training and use of measurement and measurement tools; they should spend less time on conversions between measurement systems except for some rule of thumb approximations. They need to be versed in estimating and ratio and proportion, logical thinking and decision making, spatial relationships and the charting of maps and graphs. Classes should spend less time on routine drill problems and multi-digit pencil calculations. Calculators can do the work once students grasp the math principles. Classroom time should allow for experimentation, exploration, and application of what is learned. A variety of teacher-introduced formats for problem solving (schematics, math models, charts) will stimulate interests. (RML)

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**Author(s)** Kreider, Donald
**Title** **Technology and Education--the Impact of Computing Technology on the Objectives of Elementary and Secondary Education, and Beyond**
1 Sound Cassette (60 min.)
**Publisher** National Council of Teachers of Mathematics
**Note** A major presentation at the 1980 Annual Meeting of the National Council of Teachers of Mathematics.
**Source** Free loan; Donald L. Chambers, Mathematics Supervisor, Department of Public Instruction, 125 South Webster Street, Madison, WI 53707. Request tape no. 340.
**Abstract**

This speech indicates that math education must be renovated for the 80's; the traditional curriculum must accommodate the new computing technology which will have an impact on all our futures. Computers and calculators provide students with new and sophisticated problem solving methods. By replacing the drudgery of pencil and paper work with the split second functions of calculators, new mathematical questions may be introduced which are far more relevant to our society. Using highly technical equipment requires students to learn a new scientific language and logic--the old must share the stage with the new. Viewed in its historical perspective, it can be seen that the mainstream of mathematics is presently being transformed. What it will be like in fifty years depends largely on what we do with the new technology today. (RML)

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**Author(s)** Goodlad, John I.
**Title** **An Appraisal of Substance and Process in School Programs.**
1 sound cassette (44 min.)
**Publisher** National Council of Teachers of Mathematics
**Note** A major presentation at the 1980 Annual Meeting of the National Council of Teachers of Mathematics.
**Source** Free loan: Donald Chambers, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707
**Abstract**

The main substance of this speech is presentation of data from the research, "A Study of Schooling," directed by the speaker. It looked at "contextual factors" in school environment, i.e the way education is carried on and how people in the school setting feel about it. Representative schools from seven geographic areas in the U.S. were studied in depth. The findings were presented in considerable depth. In summary, parents tended to want broad and comprehensive programs and to have their children stay in school through twelfth grade. Student data pointed to a diverse population with a powerful peer group structure not very academically oriented. Teacher data indicated a narrow range of teaching methods with the dominant instructional activity textbooks and worksheets. Knowledge made available to students has been differentiated through tracking. There is more homogeneity in teaching methods than in knowledge presented. The central issue for curriculum development may well be equity of access to knowledge for a diversified population. In relating the findings to the NCTM recommendations for curriculum of the 80's Goodlad cautions that implementation will not be easy. (GAW)

# Basic Skills Resource Guide

## Mathematics
## Program Descriptions

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The following program descriptions include the name, address, and telephone number of a contact person. For more information, contact this person directly.

If the program is from outside the state of Wisconsin, it is part of the **National Diffusion Network (NDN)**. In addition to contacting the program directly you can also receive information about these programs from: **The Wisconsin State Facilitator Office, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707. Telephone (608) 266-9897**

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**Program** **Math Skill Center**
**Contact Person** DuWayne Kleinschmidt
School District of Wausau
West High School
**Address** 1200 W. Wausau Ave.
Wausau, Wisconsin 54401
**Telephone** (715) 675-3351
**Target Grades** Senior High Schools
**Abstract**

The Math Skill Center program was developed to meet the needs of high school students who have terminated their mathematics education after one year of algebra or geometry. Often these students later need advanced math skills in college or technical education. In addition, a diagnostic test administered in the junior year identified a large number of students with areas of weakness in mathematics. The Math Center operates with one full-time teacher and one additional department member present at all times. Three programs have been developed. The first one is a program in which credit can be earned. Tom McHales Modules published by Addison Wesley is the text. Students come to the Center at any time, work independently and are responsible to the center director. The average placement score was 39 percent for all modules. The final exam average has been 93 percent after completion. The second program is a short-term, no-credit remediation approach. Material has been developed by the district, using Wisconsin Department of Public Instruction recommended guidelines. Placement tests and instructional units have been developed in addition, subtraction, multiplication, division, fractions, and ratios. The third program is an interdisciplinary approach in which subject area teachers have cooperated in developing subject units which require math skills. The Math Center seats 52 students and is also used for independent testing, backscheduling, tutoring, etc. (CWF)

**Funding Source(s)**
Local School District

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**Program** **Systematic Teaching And Measuring Mathematics (STAMM)**
**Contact Person** Glyn H. Sharpe
Jefferson County Schools
**Address** 1209 Quail Street
Lakewood, Colorado 80215
**Telephone** (303) 231-2341
**Target Grades** Elementary Secondary Education
**Abstract**

The major objective of the program is to provide continuous progress in mathematics for the entire school experience of all students, kindergarten through senior high school. The STAMM program represents a complete system that can be adopted or adapted by other districts. A framework of objectives and assessment by criterion-referenced tests are basic to STAMM. Careful monitoring of student progress, measurement of mathematics competencies, and alternative courses at the high school level are featured. The program may be used successfully in many different classroom situations, including small-group instruction, large-group instruction, individualized instruction, team teaching, and math lab. Resource material is provided for each objective; textbooks, manipulative materials, and teacher-made resources may be incorporated as well. Since STAMM is based on continuous progress, it is important for a school using STAMM to keep complete records on each student and to test each student's progress frequently. This enables a teacher, in the fall, to continue a student from where he/she left off in the spring. A teacher with one grade level of students may need to be familiar with more than one level of the program to accommodate continuous progress. The basic skills continuum for grades K-8 is covered in levels A,B,C,D,E,F,GE,G, and H. High school courses are defined for Mathematics Competencies, Algebra I, Geometry, Algebra II, Trigonometry, Applied Math, Vocational Math, and Rapid Calculation. Special materials are packaged for Title I and special education emphasis for use in regular classrooms and labs.

**Program Evaluation**

The project has been validated by the JDRP, 6/23/76.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

Costs include teachers' manuals, K-12, at $10 each, test books and $3 each, less if purchased in quantities.

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**Program** **School Volunteer Development Project**
**Contact Person** Audrey Ross
**Address** 1410 N. E. Second Avenue
Miami, Florida 33132
**Telephone** (305) 371-2491
**Target Grades** Elementary Secondary Education

**Abstract**

The School Volunteer Development Project includes an overall plan for a delivery system of volunteer services and the accompanying support materials; recruitment procedures to generate a resource pool of volunteers; training for volunteers and teachers who use these services; and evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in rural or urban settings. The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers are provided as well as inservice training for classroom teachers. This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning-disabled. The multimedia starter kit for the utilization of volunteer services contains two administrative reference books, introductory training materials and eight modules for training volunteers, teachers, and administrators. Three modules with tapes, a course outline for cross-age tutor training, and two additional reference books are offered as optional items.

**Program Evaluation**

This program has been validated by the JDRP, 12/18/75.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

Based on a paid coordinator, per pupil cost per year is estimated at $2.25.

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**Program** **Expanded Services In Early Learning, Reading, And Mathematics**
**Contact Person** Darryl Boudreauz, Federal Project Administrator
St. Mary Parish School Board
**Address** P. O. Box 1239
Morgan City, Louisiana 70380
**Telephone** (504) 384-1250
**Target Grades** Elementary Secondary Education

**Abstract**

Ongoing diagnosis of pupil need is the core of this program. Students are guided through graded learning experiences until they achieve mastery. Teachers and paraprofessionals are used to maintain a ratio of four or five children per adult. An optical mark reader that scores each teaching practice or exercise the moment the student finishes it makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher. Students attend special classes for 45 minutes daily. Each student's program provides three changes of activity during the period to ensure full concentration during his or her attention span. The program is an instructional management system using every possible strategy to ensure that the right instruction reaches each student. Both specially developed and commercially available materials are used. Test and practice materials copyrighted as "Precision Teaching Program" form the major part of the program. Inservice work with teachers and aides is very important. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to each student's need, use commercial materials properly, and build their own materials. This basic-skills program is self-correcting; it draws attention to specific learning problems and indicates where help is needed. In 10 years, more than 1,500 pages of tests and special exercises have been prepared. The self-correcting feature gives the program potential for meeting the instructional needs of any students in any region.

**Program Evaluation**

The Program has been validated by the JDRP, 11/78.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

St. Mary Parish serves over 2000 students per year in its Title I programs. Per-pupil cost, including salaries, is under $500 per year.

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| **Program** | **Elementary Metric Project** |
| **Contact Person** | Roland B. Huber<br>Elementary Metric Project |
| **Address** | 400 Avenue E East<br>Bismarck, North Dakota 58501 |
| **Telephone** | (701) 255-1987 ext. 54 |
| **Target Grades** | Elementary Secondary Education |

**Abstract**

The project has a two-fold purpose: teacher inservice metric instruction and student curriculum implementation for the elementary and secondary levels. It serves elementary pupils in public and nonpublic schools. The metric trainer inservice includes 12 hours of intensive metric training and project implementation. Trainees return to their local district to inservice LEA classroom teachers. A complete inservice packet has been developed to train teachers in metric instruction. The units include: Introduction to the Metric System, Linear Measurement, Mass (Weight), Capacity (Volume), and Temperature. The project's student curriculum includes coordinated-sequential objectives and curriculum, pre/posttests and answer keys, and a manual containing suggested metric activities for each grade level; these can be reproduced for classroom use. (BJS)

**Program Evaluation**

This Program, Elementary Metric Project, has been validated by the JDRP, 3/16/78.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

Program costs are stated to be the following: Set including one student curriculum, student pre/posttest, five teacher inservice units, and teacher pre/posttests, $100. Travel and per diem expenses for the two-day workshop must be paid by the adopter. Cost of school implementation varies with the number of students involved and present available metric hands-on equipment.

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| **Program** | **Diagnostic Prescriptive Arithmetic (DPA)** |
| **Contact Person** | Matthew Scaffa or Janet Castellano<br>Community School District 31 |
| **Address** | 211 Daniel Low Terr.<br>Staten Island, New York 10301 |
| **Telephone** | (212) 447-3637 |
| **Target Grades** | Elementary Education |

**Abstract**

DPA is the arithmetic component of a total mathematics program and includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. A diagnostic test is used to identify students' strengths and weaknesses, both in concepts and skills. Prescriptions are planned using the DPA Teacher's Manual. The Teacher's Manual contains activities for developing and modeling basic concepts as well as for reinforcing and practicing the required skills. Each of the more than 75 activities has very specific objectives related to the arithmetic instructional sequence and the diagnostic test items. The manual also includes descriptions of ongoing mathematics experiences (estimations, data collection, and applications to real life experiences), simplified recordkeeping procedures and devices, classroom management techniques, and instructions for designing and developing a variety of teacher-made materials. DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricular remediation program (PSEN: Title I). Both approaches are essentially the same. The diagnostic test is administered and the results are analyzed for general trends and specific needs. These data are recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his or her level of understanding. He or she may work with or without the teacher, in a large group, small group, or independently. He or she may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. Each student may complete a written activity for practice or may help in the school by applying arithmetic to a real life situation. This is a concept-based program that uses manipulatives and physical materials and is adaptable to special education students.

**Program Evaluation**

This program has been validated by the JDRP, 9/18/74.

**Funding Source(s)**

Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title III

**Cost of Implementation**

Program's implementation costs are estimated to be the following: Curriculum and testing material start-up costs are about $5 per pupil or $150 per classroom or resource teacher. Maintenance costs are usually less than $1 per pupil.

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| **Program** | **PROJECT R-3: Readiness, Relevancy and Reinforcement** |
| **Contact Person** | Pauline E. Perazzo |
| **Address** | 1635 Park Avenue<br>San Jose, California 95126 |
| **Telephone** | (408) 287-1111 |
| **Target Grades** | Junior High Schools |

**Abstract**

Project R-3 was jointly designed in 1957 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. Its curriculum interrelates reading and mathematics and supplies reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior. The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and developing career awareness.

**Program Evaluation**

The program has been validated by the JDRP, 2/74.

**Cost of Implementation**

Basic secondary-level reading program materials can be utilized. Special prepared math contracts cost approximately $150 for a complete set of masters which can be duplicated. Other costs: reproduction of gaming/simulation activities and contracts; secondary instructional aides.

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| **Program** | **Pre-Algebra Development Centers** |
| **Contact Person** | Dorothy Strong<br>Pre-Algebra Development Centers |
| **Address** | 228 North Lasalle Street<br>Chicago, Illinois 60621 |
| **Telephone** | (312) 641-4062 |
| **Target Grades** | Secondary Education |

**Abstract**

The curriculum design develops students' basic computational and conceptual skills through five units of concentration: Ratios and Proportions, Fractions, Decimals, Percent, and Metric Measures. Mathematics principles used in the development of all curriculum materials include Ratios and Proportions, One--Its Name and Properties, Place Value, and the Additive and Subtractive Properties of Numbers. These tools of the trade provide a foundation for the teaching of concepts. The program uses an original instructional approach that complements the diversified learning behavior of individuals. The instructional technique employs mathematics laboratory instruction, regular classroom instruction, and individualized diagnosis and remediation, coupled with reading in mathematics, to improve computational skills.

**Program Evaluation**

The program has been validated by the JDRP, 5/75.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

Depends on number of students and attendance centers involved, and teachers to be trained. $5 per student. Laboratory materials: approx. $600 (may be used by 500 students with staggered schedules)

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**Program** **Model Classrooms: Classroom Management**
**Contact Person** Sherry Avena
Model Classrooms
**Address** 4095 173rd Place S.E.
Bellevue, Washington 98008
**Telephone** (206) 746-0331
**Target Grades** Elementary Education

**Abstract**

This Washington state program was developed by urban rural racial disadvantaged (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer. This classroom management system teaches students how to become responsible for their own learning. They, with their teacher, determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week. A five-day teacher training workshop is conducted at the adopter site. In the workshop, teachers select and organize their placement tests, cross-reference their materials, design class profile sheets, develop their classroom discipline system, and establish their student-managed classroom organizational plan. Implementation of model classrooms puts school districts in compliance with the Washington State learning objectives law. This law requires the identification of reading, math, and language arts students' learning objectives. Student growth is determined by assessing each pupil's achievement of the stated objectives.

**Program Evaluation**

The model for this program, Model Classrooms: Classroom Management, has been validated by the JDRP, 3/27/78.

**Funding Source(s)**

Educational Regional Research Program

**Cost of Implementation**

Costs of the program include approximately $200 per classroom, plus teacher and teacher's aide training workshop stipends, and Developer/Demonstrator fees and expenses.

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**Program** **HIT: High Intensity Tutoring**
**Contact Person** Clarence L. Stone
Highland Park School District
**Address** 20 Bartlett
Highland Park, Michigan 48023
**Telephone** (313) 956-0160
**Target Grades** Intermediate Grades, Junior High Schools

**Abstract**

HIT centers provide an individualized instruction program designed in the reading center to develop vocabulary and comprehension skills and in the math center to increase computational abilities, problem-solving abilities, and understanding of mathematical concepts. Sixth, seventh and eighth grade students identified as deficient in reading and/or mathematics are selected on the basis of performance at least one year below grade level on standard tests and by observations of the classroom teacher. The HIT method actively involves tutors, tutees, a certified teacher, and two paraprofessional aides. Tutoring focuses on peer-teaching and reinforcement techniques. It is developed primarily from principles of programmed instruction. Tutors from grades 7 and 8 assist sixth-grade tutees in developing grade-level skills and reinforce correct performance. This interaction also helps the tutors upgrade their own skills. The two basic HIT Center components are the instructional system and the motivational system. The primary features of the instruction program are daily calculation of the percentage of correct responses for each tutee and use of instructional materials that carefully control introduction of new concepts and incorporate frequent review. The motivational system is crucial to optimal student progress. Tutees receive points for correct responses which accumulate in a 'BANK BOOK' and are redeemable for tangible rewards. Tutors receive points and rewards on the basis of attendance.

**Program Evaluation**

The program has been validated by the JDRP, 1/74.

**Funding Source(s)**

Elementary Secondary Education Title I

**Cost of Implementation**

Annual operating budget for a reading center is $26,000, or $200 per pupil. Adding tutors, costs are cut in half. Yearly budget for operating math centers is approximately $25,000, or $175 per pupil. Operational costs are approximately 85% personnel-related. Start-up costs are approximately $5,000 per center.

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**Program** **Reading and Math/Grades 4-8/Title I**
**Contact Person** Joyce E. Kieslich
Elcho School District
**Address** Box 223
Elcho, Wisconsin 54428
**Telephone** (715) 275-3225, School or (715) 275-3788 Home
**Target Grades** Intermediate Grades; Junior High Schools

**Abstract**

This program provides supplementary education for students in grades 4-8 having special needs in the areas of reading/language arts, and/or math. A student's level of self-esteem is increased, resulting in a more positive learning, working, and social climate with less discipline problems. The program also focuses on increasing parental interest and involvement in student and school-related activities, through development of a strong Parent Advisory Council. The instructional cycle of the LRC program has seven basic elements: 1) Referral of students who fall below the 40th percentile on school testing program, using the Iowa Test of Basic Skills. 2) Pre-testing in fall, using Stanford Diagnostic Reading and Math tests. 3) Identifying specific skill needs. 4) Writing individual prescriptions for each student. 5) Making out daily lesson plans each week, which include innovative, highly motivating activities and materials, correlated with skill needs. Materials are either commercially available and adapted to students needs, or staff developed to meet student needs and interests. 6) On-going monitoring of student progress. 7) Post-testing in spring (using same test as in fall testing) to determine project gains. Several highlights of the LRC Program are the following: 1) The strong emphasis placed on improving a students' self-esteem. 2) One day a week for Educational Activities (using games to reinforce skills). 3) A Reading Enrichment Day, to motivate students to read for pleasure as part of the weekly program. 4) An effective parent involvement program. With the help of the staff including a reading specialist-director, three aides, and volunteer parents, students are scheduled for 20-30 minute periods each day, five days a week. Moveable dividers divide a large classroom into four sections to accommodate the staff. A list of materials used for different phases of the LRC program and samples of various forms are available upon request enclosing a self- addressed envelope. Visitors are welcome to the program by notice. (BJS)

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Program costs are stated to be the following: Based on Title I Distribution of Education Division General Administrative Regulations (EDGAR) July 18, 1980, costs for regular school term 1979-80, reading/language arts phase of Title I Learning Resource Center Program (LRC) for 49 students was $45.00 per student. Approximate cost of operation, $2,193.00. Math phase, $586.00 cost per student. Cost of operation $21,691.00 (This was the first year that math was implemented into the program.

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**Program** **Mathematics, Reading Title I**
**Contact Person** Gary Nelson
New London
**Address** 903 North Water Street
New London, Wisconsin 54961
**Target Grades** Junior High Schools

**Abstract**

A daily 25 minute Title I class in mathematics or reading or both serves 40 to 50 students each who come from study halls for the instruction. The students are referred by a faculty member and have received parental permission. The programs focus on the basic skills. A battery of diagnostic tests brings to light areas of weakness; instruction is geared to overcome these deficiencies. Both programs have a teacher and an aide. The strong points of the programs are the individual attention given every student, and the strong support of the regular staff, the building principal, and the district administrator (RH)

**Funding Source(s)**
Elementary Secondary Education Act Title I
**Cost of Implementation**
$28,000-Reading $28,000-Mathematics.

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**Program** **Extended Kindergarten**
**Contact Person** Judith Casey
Waukesha School District
**Address** 222 Maple Ave
Waukesha, Wisconsin 53186
**Telephone** (414) 544-8874
**Target Grades** Primary Education
**Abstract**

The program offers children more school time to develop skills introduced in kindergarten. Participating children attend regular kindergarten in the morning and return for extended kindergarten in the afternoon. Children are selected through the readiness survey which correlates to the basal program used in the Waukesha School District. Extended kindergartens have a class size of 15 to 20 students. An aide assists the teacher during the entire time students are present. Parents and teachers indicate that children who participate in the program adjust to school more easily and have a higher potential for succeeding in first grade, than do students who have academic needs and were not in the program. (RML)

**Funding Source(s)**
Elementary Secondary Education Act Title I
**Cost of Implementation**
Costs of the program include teacher's salary, salary of aide, materials, and inservice training.

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**Program** **Language Arts, K-12**
**Contact Person** Marlene Hanson
Whitehall Public Schools
**Address** 2405 Hobson St
Whitehall, Wisconsin 54773
**Telephone** (715) 538-4374
**Target Grades** Elementary Secondary Education
**Abstract**

The Whitehall Public School Language Arts K-12 project is designed to provide continuity in the district's English language curriculum. Using specific objectives in eleven units, English teachers, K-12, keyed objectives into appropriate grade levels using the code I (introduce), E (expand), M (master) and R (review). Activities were then devised to teach the concepts and skills for each level.

**Funding Source(s)**
Local School District
**Cost of Implementation**
Cost for teacher inservice to implement the program. Cost of duplicating actual curriculum materials. Consultant cost for implementation.

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**Program** **Reading Power in the Content Area**
**Contact Person** Jo Rogowski
Barron Area School District
**Address** 135 River Avenue
Barron, Wisconsin 54812
**Telephone** (715) 537-5641 ext. 0
**Target Grades** Postsecondary Education
**Abstract**

The goals of the project are: to narrow the gap between student reading ability and the skill level required to read printed instructional materials; to help content-area teachers select and use textbooks and other reading-related activities; and to train every teacher as a reading teacher. The program consists of five components. Testing trains teachers to use formal and informal tests and inventories to assess reading abilities of their students. Readability analysis provides teachers with the knowledge and tools to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and improve use of the printed materials to fit students' reading abilities. Fifteen reading in the content area modules provide materials for teaching reading in the content areas. Vocabulary development focuses on practical vocabulary activities that the teacher can incorporate into the total curriculum. In addition, for vocational adopters, project- developed vocational student reading-support materials in the form of 32 occupationally specific key word glossaries are available. Instructional materials system involves the development of a resource system that provides teachers with ready access to a wide variety of instructional materials in their field. The first year of operation of this project adaptation is the school year 1981-82.

**Funding Source(s)**

Elementary Secondary Education Act Title II

**Cost of Implementation**

Costs include staff time and "Reading in the Content Area" modules at $300.00 per set, Key Word Glossaries at $3.00 each.

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| **Program** | **The Weehawken Project For Improving Written Composition** |
| **Contact Person** | Fred A. Cruckson, Director of Instruction<br>Fond du Lac School District |
| **Address** | 72 South Portland Street<br>Fond du Lac, Wisconsin 54935 |
| **Telephone** | (414) 922-4210 |
| **Target Grades** | Intermediate Grades; Secondary Education |

**Abstract**

In the 1978-79 school year, the Fond du Lac School District implemented a replication of the Weehawken, New Jersey writing project in 23 public and private schools in grades 4-9. Teachers used selected techniques and procedures to further student writing skills. The 1980-81 school year saw the project focus on students in grades 10-12. An adaptation of the Weehawken Model was used in 3 schools. To help the teachers implement the project, training sessions, resource manuals, texts and additional services were provided. Inservice programs and a fall workshop of the Wisconsin Council of Teachers of English as well as numerous trips to outlying school districts to examine writing centers, curricula and methods provided further background. A Letter Writing Week was successful in raising community sensitivity to the value of writing. The project newsletters, distributed to administrators, staff, and to parents served as a good communication tool between the parents and the schools involved. (RH)

**Program Evaluation**

The Weehawken Project for improving written composition has been validated by the JDRP. The replication projects at Fond du Lac WI, 1978-79 for grades 4-9, 1980-81, grades 10-12 were evaluated.

**Funding Source(s)**

Elementary Secondary Education Act Title IV

**Cost of Implementation**

A teacher's manual is available from the Weehawken School District in Weehawken, New Jersey at $10.00 a copy. Fond du Lac chose to employ a full-time project director for the initial year. This involved $37,500.00 for implementation activities.

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| **Program** | **Reading, Math, Language Arts Team Approach - Title I** |
| **Contact Person** | Marilyn Dewitt<br>Wisconsin Heights School District (Black Earth-Mazomanie) |
| **Address** | Mazomanie, Wisconsin 53560 |
| **Telephone** | (608) 795-2254 |
| **Target Grades** | Elementary Education; Junior High Schools |

**Abstract**

The Title I Team consists of a reading specialist, language clinician, two elementary teachers and an art teacher. The skills areas covered in this program are language development, reading, English expression, and math. The children who are chosen work in the area of greatest need, in groups of no more than four. It is possible for a child to work in more than one area. Commercial and teacher-made materials are used. The art teacher works with about one-third of these children reinforcing the basic skills with creative projects. Before beginning a project a child may have to read instructions, measure area, write instructions, compute cost, etc., thereby using, in a practical way, the basic skills being worked on by the rest of the team. Children chosen for this area are those who need to see the practical application of the basic skills or those with poor self concept who need to improve their confidence. The team also participates in the team meetings of the other Units in the school in order to keep in close contact with the classroom teachers.

**Funding Source(s)**
Elementary Secondary Education Act Title I

**Cost of Implementation**
Salaries and materials.

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| **Program** | **Racine Standards Program** |
| **Contact Person** | Nancy Neill (K-6); Joe Papenfuss (7-12)<br>Racine Unified School District |
| **Address** | 2220 Northwestern Avenue<br>Racine, Wisconsin 53404 |
| **Telephone** | (414) 631-7171 |
| **Target Grades** | Elementary Secondary Education |

**Abstract**

An all-inclusive K-12 program for primary children and those students in elementary and secondary grades whose scores on the Metropolitan Achievement Tests fall below the 25th percentile of national norms, do poorly on the school district diagnostic feed- back tests, or are recommended by their teacher or principal. The Pre-Primary Component provides a full day of education for up to 102 students whose progress in kindergarten was unsatisfactory and who are not ready for first grade. The Intermediate Component operates at all elementary schools and gives priority to students in the 6th grade, then 5th, then 4th. These students receive small group assistance in reading, English, and mathematics. Each Elementary Standards Program is staffed with a teacher and an aide. The Junior High Component serves 7th graders in all six junior high schools in the areas of reading, English, and mathematics; 8th and 9th graders receive reading assistance. Each of the three high schools offers the assistance of one teacher in these areas. The Standards Program operates in designated schools during the summer. Other components include motivational activities, parental involvement, competency testing, and assistance from guidance counselors. Successful passing of competency tests are required by graduating classes (RH)

**Program Evaluation**
Research and Development Department, Racine Unified School District

**Funding Source(s)**
Local School District

**Cost of Implementation**
The cost during 1980-1981 for the Standards Program, which includes reading, language arts, and mathematics, was about 1.8 million.

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| **Program** | **Reading/Title I** |
| **Contact Person** | Jack Merrihew<br>Superior School District |
| **Address** | 823 Belknap Street<br>Superior, Wisconsin 54880 |
| **Telephone** | (715) 394-0479 |
| **Target Grades** | Elementary Education; Junior High Schools |

**Abstract**

In this Language-Experience program a thematic approach is used. Varied experiences are provided to stimulate new interests and provide a base for increased reading comprehension. Questions initiated as the result of the experience are recorded. Answers are sought through extended experience, field trips, and an increased desire to read. An expanded vocabulary is developed by engaging the children in meaningful activities which can involve social studies, science, language arts, and mathematics. Thus, reading is attached to all areas of study. This growth in vocabulary is measured through pre and post tests. The comprehension of this vocabulary is measured by its usage in the children's creative writings done in each unit. Children's reading needs are diagnosed through informal testing. Individually made games and small group skill lessons are used to strengthen basic skills.

**Funding Source(s)**
Elementary Secondary Education Act Title I

**Cost of Implementation**
Additional costs to implement the program are negligible.

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| **Program** | **Remedial Summer School Competency Program** |
| **Contact Person** | Marlin L. Tanck<br>Sheboygan Area School District |
| **Address** | 830 Virginia Avenue |

Sheboygan, Wisconsin 53081
**Telephone** (414) 459-3533
**Target Grades** Junior High Schools

**Abstract**

The district board of education requires students to pass a competency test in three basic skills areas. Beginning with the class of 1983, students must demonstrate competency in mathematics, reading, and writing. Eighth graders are given an equivalent test to prepare them for the actual test they will take when they are sophomores. This diagnostic "flag" will identify students with serious deficiencies in the basic skills who may have difficulty passing the competency test. The project has two goals. First, the project proposes to set up a remedial program modeled after a similar program in Racine, Wisconsin for those students identified as deficient. It will institute a four-week course focusing on deficiencies identified by an objective referenced test. Second, a curriculum will be developed which will allow teachers to design instructional approaches to address deficiencies identified by testing. This process will allow the information revealed by the testing program to be translated into instructional strategies.

**Funding Source(s)**

Elementary Secondary Education Act Title II

**Cost of Implementation**

District states the costs to be $4,986.664.

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**Program** **Computer-Assisted-Diagnostic-Prescriptive Program in Reading and Mathematics (CADPP)**
**Contact Person** Debra J. Glowinski
Title I Office
**Address** Box 292
Dillwyn, Virginia 23936
**Telephone** (804) 983-2714 or (804) 983-2863
**Target Grades** Elementary Secondary Education

**Abstract**

CADPP is a remedial program in reading and mathematics designed to supplement the regular school program. Both regular and Title I curricula develop and utilize teacher-made games, worksheets, and manipulative materials. The staff believe that diverse learning styles require a variety of supplemental materials to reinforce skills. CADPP has three major components; A diagnostic approach to individualized instruction; a learning center approach to classroom management; and an individual, computerized prescriptive approach to instruction in areas of need. Essential elements of the program include diagnosis with a criterion referenced test, use of a computer to develop an individualized educational plan, an instructional management system incorporating learning stations, and maintenance of a continuing computer update of instructional activities and pupil progress. Use of a computer to perform the clerical duties allows teachers more time for instruction. Intense staff development provides the computer with a data bank containing information on student characteristics and learning material characteristics. After diagnostic testing and teacher observation define skill needs, the computer matches the two sets of characteristics to prepare the prescription best suited to each individual student. The teacher receives technical assistance in effective implementation of the students's program.

**Program Evaluation**

This program has been validated by the JDRP, 6/79.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Based on 468 pupils, start-up cost is $45.51 per pupil. In addition, cost for implementing a criterion-referenced testing program and instructional management system is $13.64 per pupil. Continuation costs are $10.32 per pupil, based on 630 students.

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**Program** **Project Catch-Up**
**Contact Person** Fay Harbison
Newport-Mesa Unified School District
**Address** P.O. Box 1368
Newport Beach, California 92660
**Telephone** (714) 760-3300
**Target Grades** Elementary Education

**Abstract**

Project Catch-Up is a laboratory program designed to provide remedial instruction to improve the achievement in reading and/or math skills of children who test in the lowest quartile in these areas. Classroom and laboratory teachers work closely to identify program participants, and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom. Laboratory teachers identify individual needs by means of diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one half hour per day in the laboratory, in groups of one to three, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success, and moves toward the acquisition of more difficult skills armed with increased confidence. Staff have identified materials according to priority. (GAW)

**Program Evaluation**

The model for this program, Project Catch-Up, has been validated by the JDRP, 4/4-5/73.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

The cost for materials is $4.50-$20.00 per child depending on funds available and for equipment three high interest instructional machines per laboratory at $250.00 per machine. Staff needs may be met with Title I funding.

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|---|---|
| **Program** | **Comprehensive School Mathematics Program (CSMP)** |
| **Contact Person** | Ron Ward<br>CEMREL - CSMP |
| **Address** | 3120 59th St.<br>St. Louis, Missouri 63139 |
| **Telephone** | (314) 781-2900 ext. 242 |
| **Target Grades** | Primary Education |

**Abstract**

An underlying assumption of the CSMP curriculum is that children can learn, and can enjoy learning, much more math than they do now. Unlike most modern programs, the content is presented not as an artificial structure external to the experience of children, but rather as an extension of experiences children have encountered in their development, both at the real-life and fantasy levels. Using a "pedagogy of situations," children are led through sequences of problem-solving experiences presented in game-like and story settings. It is CSMP's strong conviction that mathematics is a unified whole and should be learned as such. Consequently, the content is completely sequenced in spiral form so that each student is brought into contact with each area of content continuously throughout the program while building interlocking experiences of increasing sophistication as the situations become more challenging. A feature unique to CSMP is the use of three nonverbal languages which give children immediate access to mathematical ideas and methods necessary not only for solving problems, but also for continually expanding their understanding of the mathematical concepts themselves. Through these languages the curriculum acts as a vehicle that engages children immediately and naturally with the content of mathematics and its applications without cumbersome, clumsy linguistic prerequisites. These languages include: the Language of Strings (brightly colored strings and dots which deal with the fundamentally useful and important mathematical notion of sets); the Language of Arrows (colored arrows between pairs of dots which stimulate thinking about relations between objects); the Language of Papy Minicomputer (simple abacus which models the positional structure of our numeration system. Using this language, one may represent all decimal numbers (positive or negative) to encourage creative thinking about the nature and properties of numbers. The Minicomputer is used both as a computing device and as a motivation for mental arithmetic). CSMP is flexible enough to facilitate whole-group, small-group, and personalized instruction, and is appropriate for all children from the "gifted" to the "slow Learners". It recognizes the importance of affective as well as cognitive concerns and has been developed and extensively tested in classrooms nationally.

**Program Evaluation**

This program has been validated by the JDRP, 3/17/78.

**Funding Source(s)**

Elementary Secondary Education Act Title III; Elementary Secondary Education Act Title IV; National Institute of Education

**Cost of Implementation**

CEMREL-CSMP states the start-up costs for one teacher and 30 students to be the following: Kindergarten, $75.00; first grade, $135.00; second grade, $170.00; and third grade, $180.00. Replacement costs of materials for one teacher and 30 students are stated to be the following: Kindergarten, $22.95; first grade, $50.40; second grade, $90.39; and third grade, $114.12.

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|---|---|
| **Program** | **Conceptually Oriented Mathematics Program** |
| **Contact Person** | Alta M. Harness<br>COMP Consultants, Inc. |
| **Address** | 916 Tandy Avenue #1<br>Columbia, Missouri 65201 |
| **Telephone** | (314) 449-0881 |
| **Target Grades** | Elementary Education |

**Abstract**

The Conceptually Oriented Mathematics program is a management system that provides a list of sequential skills to be mastered in each of the basic skills areas. It is designed to meet individual needs through small-group instruction. Students are tested to determine individual strengths and weaknesses, and are grouped accordingly. The program provides continuous progress through 25 instructional levels. Ten broad concept areas are developed through these 25 levels. Each level has been broken down into two or more steps. (Step A in each level provides additional materials for the highly motivated student.) The program utilizes cooperative planning and teaching. The ideal instructional situation is one in which each teacher has no more that two instructional groups. It is the intent of the program to encourage teachers to be creative in their teaching and to adapt the program to the learning styles of their students.

**Program Evaluation**

This program has been validated by the JDRP, 10/18/74.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

Basic costs of the program include textbooks and coordinators' salary, an average of two guidebooks per teacher at $9.00 per book, and the costs of reproducing texts.

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The following organizations provide resources and information for educators as well as the general public. **Contact each one directly for further information.**

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**Organization** **Department of Public Instruction**
Division for Management, Planning, and Federal Services
Bureau for Evaluation, Planning, Assessment, and Research
Wisconsin Pupil Assessment Program
**Contact Person** Russell Allen
**Address** 125 South Webster
P.O. Box 7841
Madison, Wisconsin 53707
**Telephone** (608) 266-7941
**Service Area** State of Wisconsin
**Target Group** Teachers and state government officials and citizens.

**Abstract**

The Wisconsin Pupil Assessment Program, administered by the DPI, uses objective-referenced tests, developed in Wisconsin and designed to measure specific objectives in the basic skills areas. The four goals of the program are to provide the legislature, governor's office, and citizens with a measure of student performance in selected academic areas, a comparison of Wisconsin public school students to the rest of the nation in mathematics, reading, and language, a description of student scores over a period of years and materials and technical assistance to schools which voluntarily use the products and processes of the program. Local Wisconsin schools, both public and private, have the option of administering these tests to their own students. (GAW)

**Resources**

Results of the Wisconsin Assessment Program, information about the program, and test construction are available from this office.

**Materials Distribution Policy**

Contact the Assessment Office.

**Publication List**

Publication list available from the DPI Publication Office.

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**Organization** **Wisconsin Research and Development Center for Individualized Schooling**
University of Wisconsin-Madison
College of Education
**Contact Person** Marshall Smith
**Address** 1025 West Johnson Street
Madison, Wisconsin 53706
**Telephone** (608) 263-4200
**Service Area** State of Wisconsin
**Target Group** Elementary and secondary teachers and colleges of education.

**Abstract**

The mission of the Wisconsin R & D Center is to understand, and to help educators deal with, diversity among students. The Center pursues its mission by conducting and synthesizing research, developing strategies and materials, and disseminating knowledge bearing upon the education of individuals and diverse groups of students in elementary and secondary schools. Specifically, the Center investigates: -diversity as a basic fact of human nature, through studies of learning and development -diversity as a central challenge for educational techniques, through studies of classroom processes -diversity as a key issue in relations between individuals and institutions, through studies of school processes -diversity as a fundamental question in American social thought, through studies of social policy related to education. The Wisconsin Research & Development Center is a non-instructional department of the University of Wisconsin-Madison School of Education, supported primarily with funds from the National Institute of Education. (GAW)

**Resources**

Books, scholarly reports, workshops, conferences, films, filmstrips, games.

**Materials Distribution Policy**

Single copies of a few items are available free of charge from the Center office. Most items are sold for a cost-recovery fee.

**Publication List**

"Bibliography of Publications" is available free of charge from the Center Office.

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**Organization** **Wisconsin Mathematics Council**
**Contact Person** Dr. Henry S. Kepner, Jr.
**Address** Department of Curriculum and Instruction
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53201
**Telephone** (414) 963-4814
**Service Area** State of Wisconsin
**Target Group** Mathematics teachers and colleges of education.

**Abstract**

The Wisconsin Mathematics Council is a professional organization of teachers dedicated to the improvement of mathematics and computer science education. The Wisconsin Mathematics Council (WMC) is a professional organization of teachers of mathematics dedicated to the improvement of mathematics and computer science education. Six publications on mathematics education are sent annually to members throughout the state. Annual fall and spring meetings on a complete range of mathematics and computer education topics are held. Knowledgeable members in most areas of mathematics education are available for presentations, in-service work, and consultantships. (GAW)

**Resources**

Books, pamphlets, presentations, and consultantships.

**Materials Distribution Policy**

"The Wisconsin Teacher of Mathematics" and the "WMC Newsletter" are available with membership. Materials developed by WMC members are available through DPI. Materials developed by the National Council of Teachers of Mathematics are available for purchase.

**Publication List**

A National Council of Teachers of Mathematics publications list is available.

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**Organization** **National Council of Teachers of Mathematics**
**Contact Person** James D. Gates
**Address** 1960 Association Drive
Reston, Virginia 22091
**Telephone** (703) 620-9840
**Service Area** United States
**Target Group** Mathematics teachers and colleges of education.

**Abstract**

The National Council of Teachers of Mathematics is a professional organization of teachers dedicated to the improvement of mathematics instruction at all levels. It accomplishes this through publications, national conventions geographic affiliated groups, and a teacher/learning center. The teacher/learning center includes a library, displays of instructional materials, and is open at Council headquarters Monday through Friday. (GAW)

**Resources**

Several periodicals and newsletters are published. General publications with topics ranging from teaching methods and study techniques to tests and contests, computer-assisted instruction and teaching aids.

**Materials Distribution Policy**

"Mathematics Teacher" or "Arithmetic Teacher" and NCTM Newsletter available as part of membership. Additional periodicals are sold at reduced fees and all other NCTM publications are sold at 20 percent discount to members.

**Publication List**

A current publications list is available free of charge.

# Basic Skills Resource Guide

## Section IV

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## Reading

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## Reading
## Consultant Services

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The following persons provide consultant services from DPI. Their services and resources are described briefly. **Contact them directly for further information.**

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| | |
|---|---|
| **Name** | **Brewer, Ben** |
| **Job Title** | Reading Supervisor |
| **Organization** | Department of Public Instruction<br>Division for Instructional Services<br>Bureau for Special Educational Programming |
| **Address** | 125 South Webster Street<br>P.O. Box 7841<br>Madison, Wisconsin, 53707 |
| **Telephone** | (608) 267-9268 |
| **Target Group** | Public School Teachers; Administrative Personnel; Boards of Education |

**Abstract**

Presents workshops in the following areas: developmental and/or remedial reading programs, basic skills and writing grants.

**Resources**

Vary with the presentation.

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|---|---|
| **Name** | **Bethke, Eunice** |
| **Job Title** | Chief, General Program Section |
| **Organization** | Department of Public Instruction<br>Division for Instructional Services<br>Bureau for Special Educational Programming<br>General Program Section |
| **Address** | 125 South Webster Street<br>P.O. Box 7841<br>Madison, Wisconsin, 53707 |
| **Telephone** | (608) 266-9897 |
| **Target Group** | Curriculum coordinators, directors of instruction, principals and teachers. |
| **Target Group** | Administers the Basic Skills Program, serves as resource to school district personnel in basic skills and reading program assessment, planning, implementation and maintenance, curriculum development, instructional techniques and staff development. Can assist with innovative program planning and development in the basic skills area. |

**Resources**

Reading: Program Assessment and Planning Handbook; resources in approaches to reading instruction, e.g., language experience, phonics, basal texts; instructional materials review and selection instruments; student achievement and program evaluation instruments; advisement for implementation of section 118.015, Wisconsin Statutes; monograph on reading comprehension; bibliographies available on request; The K-12 Reading Program: A Planning Resource for Wisconsin Schools; Basic Skills: Resources in program development, maintenance; "Basic Skills Improvement Project.

## Reading
## Print Resources

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The following print resources may be obtained from the source or sources indicated. This information follows the label **Source(s)** in each entry.

- If the item is available on microfiche and you wish to borrow it for one month, send your request to: **DPI library, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707.** ***Be sure to include the six digit number which begins with the letters "ED".*** This number is printed after the microfiche loan information.
- If the item is available in hard copy and you wish to purchase it, contact the source indicated. The latest available price information is included.
- If the item is a journal article, request a copy from your local school IMC or public library. If the library does not have it, request that they get it through interlibrary loan.

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**Author(s)** Goodman, Yetta; Watson, Dorothy J.
**Title** **A Reading Program to Live With: Focus on Comprehension**
**Jour Cit** Language Arts; 54; 8; 868-79; Nov/Dec 77
**Source(s)**
**Hard Copy** Interlibrary Loan
**Abstract**

Describes a reading program focused on comprehension and defends it as being student-centered, as keeping language and thought intact, and as beginning and ending with meaning. (DD)

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**Title** **Reading and Pre-First Grade**
**Jour Cit** Young Children; 32; 6; 25-26; Sep 77
**Source(s)**
**Hard Copy** Interlibrary Loan
**Abstract**

This joint statement expresses concerns about present practices in pre-first grade reading instruction and makes recommendations for improvement. The statement was prepared by seven organizations concerned with preschool education and/or reading instruction. (BD)

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**Author(s)** Fader, Daniel; And Others
**Title** **The New Hooked on Books.**
**Pub Date** 76
**Note** 294p.; Tenth Anniversary Edition
**Source(s)**
**Hard Copy** Berkley Publishing Corp., 200 Madison Avenue, New York, N.Y. 10016 ($1.75)
**Abstract**

This anniversary edition of "Hooked on Books" adds new materials about the general educational context necessary for the success of the approach described in earlier editions. Discussions center on the difficulties of reading instruction, caused by the decreasing importance of reading in a television era; growth in the importance of peer teaching as class size increases; approaches to the teaching of writing; the need for teachers to develop a greater sense of professionalism; and practical guides to using and administering the program in elementary and secondary schools. A lengthy reading list of books attractive to young readers is included. The text of the original report is reprinted with little change. (AA)

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**Author(s)** Reid, Virginia M., Ed.
**Title** **Reading Ladders for Human Relations. 5th Edition.**
**Orig Inst** American Council on Education, Washington, D.C.; Bacone Coll., Okla.
**Pub Date** 72

**Note** 346p.
**Source(s)**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 43303, $3.95 non-member, $3.55 member, paper; Stock No. 43312, $9.00 non-member, $8.10 member, hardback
**Abstract**

Updated through the help of teachers, librarians, and other specialists, the book aims at advancing the cause of better human relations through literature, especially drama and fiction. The reading ladders include: 1) Creating a Positive Self-Image, recognizing one's strengths and weaknesses, growing into maturity and accepting oneself, identifying with one's heritage, and developing personal values; 2) Living with Others, considering family relationships, friendships, peer relationships, relationships with others, and alienation and rejection; 3) Appreciating Different Cultures: ethnic, religious, regional, and world; and 4) Coping with Change, including personal, social and economic, and political. Books dealing with each of these particular aspects of human relations are cross-listed in this special bibliography both by theme and age group, and the annotations show their relationship to the ladder in which they are placed. Quoted passages from books for children and young adults are provided in the introductions to each ladder. The instructional strategies include the use of drama, book talks, and book illustrations to further the responses of children and young people to literature. (LH)

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**Author(s)** Goodman, Kenneth S.; Niles, Olive S.
**Title** **Reading: Process and Program.**
**Orig Inst** National Council of Teachers of English, Champaign, Ill. Commission on the English Curriculum.
**Pub Date** 70
**Note** 74p.
**Source(s)**
**Hard Copy** National Council of Teachers of English, 508 South Sixth St., Champaign, Illinois 61820 (Stock No. 50955, $2.25)
**Abstract**

Broad and major concerns dealing with reading are set forth in this monograph to provoke discussion and examination by both researchers and practitioners. In Part 1, Kenneth S. Goodman presents a psycholinguistic view of language and reading (within a transformational-generative framework) as essentially a set of processes of recoding, decoding, and encoding leading to comprehension--the real objective of reading. A model of the reading process is included, plus four diagrams showing processes in spoken language, early reading, proficient reading, and oral reading. In Part 2, Olive S. Niles focuses on the framework for a secondary school reading program: appropriate climates for reading, development of curriculum, recent trends, evaluation of organizational structure, teacher selection and preparation, and materials--library materials, content area materials, and reading instruction skills materials. (JMC)

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**Author(s)** Morrison, Beverly
**Title** **Content-Area Reading Staff Development for Secondary Teachers: Comments and Guidelines for the Reading Specialist.**
**Orig Inst** Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
**Pub Date** Oct 80
**Note** 197p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED194885**
**Abstract**

This guide presents a staff development program on content area reading that high school reading specialists can conduct for teachers of content areas such as history, chemistry, and literature. Section one of the guide offers specific reasons why professional growth is necessary for teachers, why reading education ought to be part of that professional growth, and why teachers of grades 7 through 12 need to be concerned with reading education. Section two contains guidelines for preparing staff development experiences, including logistic, content, and procedural considerations. Section three provides outlines of eleven topics for staff development in content reading. Based on the responses of approximately 400 teachers, these topics include building a comprehensive elementary secondary reading program, making assignments, factors contributing to the complexity of text, developing content area vocabulary, extracting ideas from the printed page, using textual aids, providing study tips, asking questions. Section four elaborates on the eleven topics, outlining the nucleus of a session and suggesting activities for six of the topics, while providing prototypic text, transparencies, and activities for the other five topics. Appendixes contain summary comments from the Conference on the Problems of Developmental Reading Instruction at Postelementary Levels, and a learning/reading skills questionnaire.(RL)

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**Author(s)** Lapp, Diane, Ed.
**Title** **Making Reading Possible through Effective Classroom Management.**
**Orig Inst** International Reading Association, Newark, Del.
**Pub Date** 80
**Note** 248p.
**Source(s)**
**Microfiche** One month loan from DPI Library; *Request* ED188149
**Hard Copy** International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 729, $6.00 member, $9.00 non-member)

**Abstract**

Intended as a theoretical and practical step-by-step guide to the implementation of organized reading programs, the ten chapters in this book address issues that have hindered managed program implementation and suggest ways that classroom teachers can help students extend their basic skills through diagnostically planned learning tasks. The chapters provide information on the following topics: the underlying constructs of classroom organization; six factors that are important in establishing and maintaining an effectively organized classroom; characteristics of effectively organized elementary school and secondary school reading programs; a design for planning a managed, individualized classroom; initial assessment for individualization; continuous assessment of instructional needs in reading; record keeping for effective reading instruction; how to eliminate stumbling blocks to organizational change; and how to assess the components of a managed curriculum. (FL)

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**Title** **Advisement to Wisconsin School Districts in Developing K-12 Reading Programs Pursuant to Sec. 118.015 Wis. Stats.**
**Orig Inst** Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
**Pub Date** Jun 79
**Note** 17p.
**Source(s)**
**Microfiche** One month loan from DPI Library; *Request* ED185496
**Hard Copy** Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, no charge

**Abstract**

Intended for use by local school districts to facilitate the implementation of kindergarten through grade 12 developmental reading programs for all students in Wisconsin, this booklet explains the legislation that mandates such programs. Divided into four parts, the booklet discusses the purpose and intent of a developmental reading program, including an overview and program criteria, the employment of a reading specialist, the duties of the specialist, and the duties of the local school board. (AEA)

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**Author(s)** Page, William D.; Pinnell, Gay Su
**Title** **Teaching Reading Comprehension: Theory and Practice.**
**Orig Inst** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
**Pub Date** Mar 79
**Note** 135p.
**Source(s)**
**Microfiche** One month loan from DPI Library; *Request* ED169478
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 51906, $6.00 member, $6.75 non-member)

**Abstract**

Based on the premise that comprehension must be the true and final goal of all instruction in reading, this book is designed to provoke teachers' reflections about their own ideas, reading, language, and experiences as teachers of reading comprehension and to help them base their teaching decisions on a knowledge of theory and research about how people learn to read. The first section, "Theory," is comprised of three chapters, of which the first two synthesize research on language use and on language and reading, and the third presents the theories behind conventional approaches to reading instruction. The second section, "Practice," contains four chapters, which deal with exploring language uses, developing purposes for reading, assessing reading for meaning, and planning for student learning. These chapters describe activities that are consistent with the application of language experience to the development of reading comprehension. In addition to suggesting teaching strategies, they provide guidelines for observational and data gathering activities that teachers can use in their classrooms. (GT)

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**Author(s)** Somers, Albert B.; Worthington, Janet Evans
**Title** **Response Guides for Teaching Children's Books.**
**Orig Inst** National Council of Teachers of English, Urbana, Ill.
**Pub Date** 79
**Note** 124p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED165167**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 40866, $4.00 members, $5.00 non-members)

**Abstract**

Intended to provide educators with units that will help them create student enthusiasm for reading, reinforce the teaching of reading skills, and interrelate the language arts with other areas of the curriculum, this book contains guides to 27 works of children's fiction. The guides are arranged in order of increasing difficulty and cover ten picture books, four "transitional" novels, and thirteen longer novels. Each guide opens with a brief plot summary, including a list of themes emphasized in the book. Next, a brief appraisal of the book's appeal to children, its strengths, and other relevant information is presented. The problems children might have in reading the book are discussed in a section of reading considerations, and a list of initiating activities offers suggestions for ways to introduce children to the book. Each guide also contains a list of discussion questions, suggestions for activities in art and media, creative dramatics, and composing, and a list of instructional resources. (FL)

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**Author(s)** Allen, P. David, Ed.; Watson, Dorothy J., Ed.
**Title** **Findings of Research in Miscue Analysis: Classroom Implications.**
**Orig Inst** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill. Dissemination and Resources Group.
**Pub Date** Oct 76
**Note** 256p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED128762**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 17333, $6.95 non-member, $6.75 member)

**Abstract**

Intensive studies of children's miscues in oral reading were conducted from 1965 through 1974 by researchers at Wayne State University. This volume contains the concepts and assumptions underlying that research, the basic research design, the complex nature and function of the Goodman Taxonomy of Oral Reading Miscues, the findings of the research, and its implications for reading instruction. Appendixes include the latest Goodman Taxonomy of Reading Miscues, a brief description of the oral reading miscue studies discussed throughout the volume, and a bibliography of related writings. (JM)

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**Author(s)** Page, William D., Ed.
**Title** **Help for the Reading Teacher: New Directions in Research.**
**Orig Inst** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
**Pub Date** Mar 75
**Note** 112p.

**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED101322**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 13915; $3.95 nonmember, $3.75 member)

**Abstract**

This book is designed to be a bridge between teachers and research in such topics as the cloze procedure, readability formulas, miscue analysis, reading strategies, informal reading inventories, and concepts and reading in the content areas. "Children's Behavior While Reading" by H. Robinson serves as a bridge between Huey's early beginning and contemporary theory and research. "Oral Reading Analysis: A View of the Reading Process" by C. Burke and "Reading Strategy Lessons; Expanding Reading Effectiveness" by Y. Goodman both discuss the reading process as seen through miscue analysis. "The Relationship of Beginning Reading Instruction and Miscue Patterns" by J. DeLawter looks at patterns of miscues in children who have received different kinds of reading instruction. "A Different Look at Reading in the Content Areas" by K. Carlson looks at the differences in miscues produced in reading different content materials. "Literacy in the Classroom" by J. Bormuth discusses readability of texts and the pupils' ability to comprehend textual materials. "Auditory Discrimination: Differences versus Deficits" by P. Williams reports on research that isolates linguistic elements. And "Use of Informal Reading Inventories" by W. Page and R. Barr discusses the informal reading inventory. (WR)

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**Author(s)** Goodman, Kenneth S., Ed.
**Title** **Miscue Analysis: Applications to Reading Instruction.**
**Orig Inst** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
**Pub Date** Oct 73
**Note** 124p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED080973**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 03677, $2.50 non-member, $2.25 member)

**Abstract**

This book is a series of essays on the subject of miscue analysis, a diagnostic procedure rooted in the psycholinguistic view of reading. The focus of miscue analysis is on the broad field of reading comprehension rather than the isolated decoding of individual words and letters. The contents of this book include: "Introduction" by Sister Rosemary Winkeljohann; "Miscues: Windows on the Reading Process" by Kenneth S. Goodman; "Miscue Analysis and the Training of Junior and Senior High School English Teachers" by Jay B. Ludwig and James C. Stalker; "The Module and Miscue" by Jayne A. DeLawter; "Miscue Analysis for In-Service Reading Teachers" by Yetta M. Goodman; "Clinical Uses of Miscue Research" by William D. Page; "Building Instructional Materials" by Laura A. Smith and Margaret Lindberg; "Miscues of Non-Native Speakers of English" by Catherine Buck; "Using Miscue Analysis to Advise Content Area Teachers" by Ernie Nieratka; "Miscue Analysis in a Special Education Resource Room" by Suzanne Nieratka; and "Helping the Reader: From Miscue Analysis to Strategy Lessons" by Dorothy Watson, A bibliography is also included. (WR)

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**Author(s)** Goodman, Kenneth S.; Niles, Olive S.
**Title** **Reading: Process and Program.**
**Orig Inst** National Council of Teachers of English, Champaign, Ill. Commission on the English Curriculum.
**Pub Date** 70
**Note** 80p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED072431**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 50955, $2.50 non-member, $2.25 member)

**Abstract**

Broad and major concerns dealing with reading are set forth in this monograph to provoke discussion and examination by both researchers and practitioners. In Part 1, Kenneth S. Goodman presents a psycholinguistic view of language and reading (within a transformational-generative framework) as essentially a set of processes of recoding, decoding, and encoding leading to comprehension--the real objective of reading. A model of the reading process is included, plus four diagrams showing processes in spoken language, early reading, proficient reading, and oral reading. In Part 2, Olive S. Miles focuses on the framework for a secondary school reading program: appropriate climates for reading, development of curriculum, recent trends, evaluation of organizational structure, teacher selection and preparation, and materials--library materials, content area materials, and reading instruction skills materials. (JMC)

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## BOOKLISTS

The following four books provide annotated booklists useful to both students and teachers in selecting reading materials.

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| **Author(s)** | White, Marian, Ed. |
| **Title** | **High Interest--Easy Reading: For Junior and Senior High School Students. Third Edition.** |
| **Orig Inst** | National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 79 |
| **Note** | 104p. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED184135** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 20946, $2.75 non-member, $2.50 member) |

**Abstract**

Intended for use by students who are considered reluctant--not retarded--readers, this revised booklist contains more than 400 titles. The titles presented represent books of high quality that deal with topics of interest to the average adolescent. Book titles are arranged under the following subject categories: animals, adventure, courage, growing up, families, love and friendship, problems and young people, social problems, health, science, science fiction, mystery and suspense, witchcraft, folk tales, poetry, humor, historical fiction, history, ethnic, biography, sports, and cars and cycles. A directory of publishers is included at the end of the booklist. (FL)

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| **Author(s)** | Cianciolo, Patricia |
| **Title** | **Adventuring with Books: A Booklist for Pre-K-Grade 8. New Edition.** |
| **Orig Inst** | National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 77 |
| **Note** | 507p. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED141829** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 00740, $3.95 non-member, $2.95 member) |

**Abstract**

This booklist is designed primarily to help teachers, parents, and librarians select books for children four through fourteen years of age. Titles and annotations are presented according to topic: stories for primary-level children, traditional literature, novels and short stories, poetry, religion and holidays, biography, biological sciences, social studies, physical sciences, fine arts, crafts and hobbies, and "Just for Fun." For each selection, an age range is recommended. A section devoted to informational books provides no annotations, since titles are self-explanatory. Bibliographic information includes availability; author and title indexes, as well as a list of publishers and their addresses, are also included. (KS)

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| **Author(s)** | Donelson, Kenneth L., Ed.; And Others |
| **Title** | **Books for You: A Booklist for Senior High Students. Sixth Edition.** |
| **Orig Inst** | National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 76 |
| **Note** | 490p.; Compiled by the Committee on the Senior High School Booklist of the National Council of Teachers of English |

**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED130270**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 03626, $2.95 non-member, $2.25 member)

**Abstract**

The books listed in this annotated bibliography have been selected to provide pleasurable reading for high school students. Books are arranged alphabetically by author, under 43 main categories. Concluding the book are a directory of publishers and indexes of authors and titles. (JM)

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**Author(s)** Walker, Jerry L., Ed.
**Title** **Your Reading: A Booklist for Junior High Students. Fifth Edition.**
**Orig Inst** National Council of Teachers of English, Urbana, Ill.
**Pub Date** 75
**Note** 426p.; Prepared by the Committee on the Junior High School Booklist of the National Council of Teachers of English; Pages 419-440 containing Author Index and Title

**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED112425**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 59370, $1.95 non-member, $1.75 member)

**Abstract**

Written for adolescents, this most recent edition contains annotations for over 1,500 publications in the fiction and nonfiction categories. Most entries have been published in the past few years, though well-written older books are also included. Topics covered under fiction include books on adventure, family life, freedom, friendship, fantasy, folklore, love, what it's like to be a member of a minority group, coping with physical handicaps, growing up female, growing up male, living in America, being in sports, solving a mystery, living in other parts of the world, imagining the future, traveling in space, and magic and the supernatural. The nonfiction section lists books about animals; adventurers; American leaders; athletes; scientists; world figures; writers; the fine arts; government; health; American and world history; hobbies; occupations; personal growth and development; places and people of the world; the sciences; social issues; sports; witchcraft, magic, and the occult; and poetry. The book also contains lists of reference tools, short story collections, and standards that have been successful. (RB)

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The following nonprint resources may be borrowed without charge from: **Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707.** ***Reserve them as far in advance as possible.***

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**Author(s)** Aaron, Ira; and others
**Title** **Principals' Reading Leadership Program: Community Participation (VII)**
63 slides: col. (7th of a series of 7) + 1 sound cassette (10 min.); + manual + script.
**Publisher** Meta-4 Productions, Inc.
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

**Abstract**

Community participation can enrich a reading program's effectiveness and contribute to the betterment of parent-school relationships. Many parents (identified by an interest survey) are willing to offer time and talent to the reading program as classroom aides, tutors, clerical aides, and chaperones on field trips. They can also serve as an advisory group to the reading program, a function which takes advantage of today's increased parent interest in the educational process and the school systems. Increased rapport between community and school may have far-reaching benefits - it can bring better-prepared children to the early grades, and parent workshops help participants to understand both their children and the goals of the school system better. (RML)

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**Author(s)** Aaron, Ira; and others
**Title** **Principals' Reading Leadership Program: Reading Program Evaluation (VI)**
65 slides: col. (6th in a series of 7) + 1 sound cassette (17 min.),; manual, and script.
**Publisher** Meta-4 Productions, Inc.
**Note** A number of proof reading and grammatical errors in the script.
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

**Abstract**

Reading program effectiveness is a major concern of school administrators. They must decide when to evaluate, how much to measure, what kind of evaluations to employ, and what to measure. The entire curriculum, together with the teachers who are its implementers are the focus of evaluation. Program administration, student abilities and attitudes, instructional resources, environment, organization, and parent/community support must be considered. There are several sources of data, among them daily observations, student conferences, parent conferences, teachers' comments, library records, and cumulative records. Pretests and posttests indicate the rate of development of student reading skills. Measurement of student interests is done on an informal but careful basis, using a tool such as the Estes attitude inventory. (RML)

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**Author(s)** Aaron, Ira; and others
**Title** **Principals' Reading Leadership Program: Reading Program Management (IV)**
61 slides: col (4th in a series of 7) + 1 sound tape cassette; (10 min.), manual + script.
**Publisher** Meta-4 Productions, Inc.
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

**Abstract**

Two types of reading management systems are currently in school use, each with advantages and disadvantages. The dependent management system is a school-developed reading skills framework based on materials already in use. Objectives are established for the program, and sometimes mastery skills are prescribed. Independent management systems contain a core inventory of reading skills to be learned and concepts which are applicable to a variety of instructional materials and programs. An effective management plan takes into account the varied levels of ability among students, tailoring the emphasis of the program to the individuals' needs. A management system is only part of a unified reading program; diverse interests should be provided for, and teachers' evaluations of the program should be encouraged. (RML)

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**Author(s)** Aaron, Ira; and others
**Title** **Principals' Reading Leadership Program: Needs Assessment Process (III)**
102 slides (col.) (3rd in a series of 7) + 1 sound tape cassette; (17 min.) script and manual.
**Publisher** Meta-4 Productions, Inc.
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

**Abstract**

A model needs assessment committee includes school administrative personnel, resource teachers, classroom teachers and community members. The school must be analyzed according to size, ethnic distribution, teacher turnover, economic status of the community, and student skills as indicated by diagnostic test scores. The task force establishes priorities for learning, rates school personnel and programs. If changes and improvements are needed, realistic objectives are adopted and a program to implement the goals is begun. Improving student performance in the area of basic skills is the task of both schools and community committed to effective education. (RML)

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**Author(s)** Aaron, Ira; and others
**Title** **Principals' Reading Leadership Program; Approaches to Reading (II)**
96 slides: col. (2nd in a series of 7) + 1 sound tape cassette; (12 min.), + script, and manual.
**Publisher** Meta-4 Productions, Inc.
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

**Abstract**

There is no single method that is equally good for teaching all students to read, although all programs have some elements in common. Most elementary teachers use a basal reading series as the core of the reading program; it can be supplemented by any of a number of approaches to reading which enhance learning. Some examples of these include the linguistic approach, the use of programmed reading materials, the modified alphabet approach, individualized reading instruction, and language experience approach. Principal and staff must work together to select materials for reading instruction and choose the right combination of approaches to meet student needs. (RML)

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**Author(s)** Aaron, Ira; and others
**Title** **Principals' Reading Leadership Program; The Nature of Reading (I)**
53 slides: col (1st in a series of 7) + 1 sound cassette (10; min.), + script; and manual.
**Publisher** Meta-4 Production, Inc.
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison WI 53707

**Abstract**

This first in a series of slide/tape presentations introduces the role of the principal in a reading program. Strong administrative leadership is vital to the schoolwide success of the developmental reading program, and the principal is the keystone of that leadership. Principals can be aided by this review of reading theory in evaluating new materials which may be added to the program. Understanding the process of learning to read and what constitutes reading readiness is important. The needs of the children for whom English is a second language must also be addressed. A good reading program works to prevent disabilities by adapting the program to the needs of the individual student. An analysis of skill sequences through the elementary grades describes what is necessary to develop the beginning reader into the mature reader. (RML)

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**Author(s)** Kovacik, Sally Gilhaus; Herkert, Patricia A.
**Title** **Textbook Inventory**
1 sound cassette (15 min.) + 39 slides in 1 carousel cartridge:; col. + script

**Publisher** Wisconsin Department of Public Instruction
Right to Read Project
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707

**Abstract**

Textbook overview can be a profitable teaching tool; regardless of students' abilities in reading, they need direction in order to successfully handle the expository method presented in content textbooks. It is the responsibility of the instructor to make students aware of the various parts of their text and how to use it. This sound-slide presentation features a method that can be used with any text. A textbook inventory introducing the general structure of a text to the student should consist of examining the following parts of the book: title page, preface, table of contents, glossary and index. Any tools used by the author to highlight vocabulary and concepts such as bold face print, introductory paragraphs, and graphic aids like pictures, tables, diagrams, and graphs, should also be examined. Students should be able to answer questions concerning the textbook's structure independently; questions should be constructed to have the student utilize and demonstrate competence in the different levels of comprehension such as literal, critical, etc. (BJS)

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**Author(s)** Kovacik, Sally Gilhaus; Herkert, Patricia
**Title** **Study Skills**
1 sound cassette (15 min.) + 44 slides in 1 carousel cartridge:; col. + script
**Publisher** Wisconsin Department of Public Instruction
Right to Read Project
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707

**Abstract**

Study skills assist students in developing independence in gathering information from printed material. To facilitate their independent information gathering process, students need instruction and guidance so that study skills can be used independently. This slide-sound presentation focuses on six major areas in which students need directed work in study skill development: outlining, test taking, library skills, graphic aids, rate of comprehension, and note taking. (BJS)

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**Title** **Storysharing Celebration**
3 videocassettes (30 min. each): sd., col.; 3/4 in.
**Publisher** Wisconsin Department of Public Instruction
Division for Library Services
Right to Read Project
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

**Abstract**

This three-part videocassette series provides coverage of the Storysharing Celebration held April 14, 1980, at the Governor's residence in Madison, Wisconsin. Storysharers demonstrated their skills and offered helpful suggestions on selecting literature and preparing it for presentation. Since storysharing can be used to both teach and to entertain, it is an important skill for parents, teachers, librarians, faculty members, and others desiring to reach their audiences. Storysharing helps to develop an appreciation for literature in its listeners as well as to create a desire to read. Also, storysharing can be effectively used to develop other language art skills such as writing, listening, and creative dramatization of literature. Each videocassette focuses on a specific aspect of storysharing. The first videocassette features enhancements which can be brought to the storysharing experience to attract and to hold an audience's attention; storysharers demonstrate the use of props, costumes, puppets, songs, audience involvement, and creative dramatization. Pure storytelling is featured in the second videocassette with storysharers using only their voices, faces, and bodies as their tools. The third videocassette demonstrates the skill of reading directly from books. Literature is brought alive through the use of dialect, graphic art, and illustration presentation. In the last part of this videocassette storysharers offer suggestions in story selection, preparation, and presentation; they also discuss some of their personal experiences in storysharing. (BJS)

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**Author(s)** Holmes, Adrienne
**Title** **Communication Skills--Reading: Understanding The Main Idea and Making Inferences; Parts I & II**
160 slides (plastic mounts) in 2 carousel cartridges: col., 2 x 2 in.; + 2 sound

cassettes (32 min., + 2 sound discs: 33 1/3 rpm; (32 min.) + teachers' guide, inc. script & sources + ditto; masters + student activity cards

**Publisher** The Center for Humanities, Inc.

**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster St., P.O. Box 7481, Madison, WI 53707

**Abstract**

Using advertisements, cartoons, photographs, and artwork, this two-part slide-sound presentation helps students learn how to draw inferences and read for the main idea. These concepts are dramatized with literary examples; built-in exercises allow students to apply these reading skills and to receive immediate reinforcement from the media interaction. To make the program effective in the classroom, teachers are asked to "warm up" their classes before showing the program and then follow it up with questions and activities so that the program does not seem merely an isolated visual experience. Several suggestions are made for both warm up and wrap up activities. Specific discussion questions are also included. This method allows students to learn the concepts, to observe the concepts being applied to problems, and then to apply the concepts on their own. A bibliography for further reading is also included. (BJS)

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**Author(s)** Burke, A.

**Title** **What Reading Is and What It Isn't**
1 videoreel (30 min.): sd., b&w

**Publisher** Indiana University

**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster St., P.O. Box 7481, Madison, WI 53707

**Abstract**

This videotape focuses on the issue of what reading is and what it isn't. Reading is not a perfectable absolute and should not be viewed as invariable. Approaching reading as an absolute, teachers have made reading instruction sterile and unexciting. Like the language acquisition process, learning to read should encourage innovation and variation in both the teacher and the reader. Reading is dependent on the reader's language and experimental background. Four factors affect the outcome of the reading experience: 1). The skill with which the author assembled the material. 2). The relation between the author's language and the reader's language. 3). The relation of material to knowledge which the reader already controls. 4). The availability and flexibility of the reader's strategies. In giving these factors, the narrator uses examples and relates personal experiences to support her view of what reading is. (BJS)

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**Author(s)** Bremer, Hale W.; DuMez, Judith

**Title** **Reading Program - Germantown Schools**
139 Slides: col. + script.

**Publisher** Kennedy Middle School
W 160 N 11863 Washington Street
Germantown, WI 53022

**Source** Free loan: Eunice Bethke, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

**Abstract**

The Kennedy Middle School Reading Program is designed to meet the needs of each individual student. All middle school students participate in a formal reading experience as part of their language arts block. Placement tests determine which developmental class and group is appropriate for the student. Mastery of content area reading is an important objective, as is the discovery of reading for enjoyment. Games, work skills, reference tools, pictorial and graph materials available in the resource center all play a part in developmental reading. Records of student progress in skill mastery are kept and regularly reviewed to determine the direction that instruction will take. The reading consultant, learning disabilities teacher, content area teachers, interested parents, community volunteers, and other school staff members combine their efforts to make an ambitious reading program work. (RML)

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**Author(s)** Bethke, Eunice; and others

**Title** **Parents and Reading: How Can You Help?**
1 videocassette ( 15 min.)

**Publisher** Department of Public Instruction
Division for Instructional Services

Bureau for Program Development
General Programs Section

**Source** Free loan: Eunice Bethke; Department of Public Instruction; 125 South Webster Street; P.O. Box 7841, Madison, WI 53707

**Abstract**

This discussion between Barbara Thompson and Dwight Stevens is directed to parents, giving them ideas for motivating their children to desire to read. They discuss the importance of parents as role models, of parental involvement with children through reading to the child as well as listening to the child read aloud. Reading comprehension, reading readiness, vocabulary building and the importance of research are discussed. (GAW)

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**Author(s)** Smith, Richard J.; Dillingofski, Mary Sue
**Title** **The Human Element In Reading Program Development**
100 slides: col. + 1 sound cassette (10 min.) + printed guidelines,; script.
**Publisher** University of Wisconsin- Madison
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison WI 53707

**Abstract**

This slide presentation emphasizes that reading consultants can operate programs that are lively and centered on children's learning in the classroom in several ways. It is important to maintain teaching skills and credibility by tutoring or classroom reading activity several hours each week. Teachers, consultants and students should enjoy some interesting reading daily. Visits to classrooms, shared experiences, and classroom demonstrations help teachers to sharpen skills. Inservice meetings with groups of teachers, inclusion and involvement of the principal, and parent participation round out a reading development program. (RML)

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**Author(s)** Kovacik, Sally Gilhaus; Herkert, Patricia A.
**Title** **Vocabulary Development**
1 sound cassette (15 min.) + 64 slides in 1 carousel cartridge: col; + script
**Publisher** Wisconsin Department of Public Instruction
Right to Read Project
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster St., P.O. Box 7841 Madison, WI 53707

**Abstract**

Vocabulary development is a significant aspect of reading instruction; vocabulary skills can help students to read with greater ease. In this slide-sound presentation, tools for vocabulary comprehension are presented; these tools are word classification, context clues, and textbook aids. Words can be classified into four groups: 1) communication words are vehicles used to convey ideas, 2) technical words deal mainly with a specific field of knowledge or experience; these words need to be clarified to the student prior to reading, 3) proper nouns belong to the third group: teachers need to point out to students pronunciation skills, and 4) connective words comprise the fourth group. Prepositions and conjunctions join words together. Connective words such as first, then, and thus join the entire paragraph together. Context clues can also be used for vocabulary building and as a tool for comprehension. Students need to be aware of using punctuation, structural analysis, and phonic analysis to find meaning for difficult and problem words. By using textbook aids as tools for reading comprehension, students can better understand new or difficult vocabulary; these aids are glossaries, pictorial representation, captions, and tables. (BJS)

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**Title** **Reading Is Fundamental: North Lake Program**
1 videocassette (30 min.); sd., b&w; 3/4 in.
**Publisher** Jt. #7, Merton, Chenequa School District
North Lake Elementary School
**Source** Free loan: Eunice Bethke; Department of Public Instruction; 125 South Webster Street; P.O. Box 7841; Madison, WI.

**Abstract**

Based on the belief that reading can be a real pleasure for children if they have books of their own, Reading Is Fundamental projects attempt to motivate children of all ages to read. RIF projects select and buy inexpensive books and offer them to youngsters, pre-school through high school, at book distribution gatherings; at these festive occasions young people choose and keep books they like. RIF projects also generate excitement in on-going activities that highlight the fun of reading. Motivating children by putting books in their hands, book distribution provides each participating child an opportunity to discover that reading is fun. Parents, teachers, and volunteers cooperate to bring books and motivation to RIF participants. This videocassette shows the RIF project in action as volunteers, teachers, and elementary students at North Lake School share in the excitement of reading; using the theme of "The Wizard of Oz," costumed volunteers help to distribute books to North Lake students. RIF family puppets, RIF cookies, and storysharing sessions are used to lead up to the climax of the book distribution event. (BJS)

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| **Author(s)** | Halloran, Bill |
| **Title** | **The Affective Dimension of Reading; Reading and Writing: How to Create The Desire**<br>1 videocassette (60 min.): sd., col.; 3/4 in. |
| **Publisher** | Indiana University Reading Programs |
| **Note** | Visual examples difficult to see. |
| **Source** | Free loan: Eunice Bethke; Department of Public Instruction; 125 South Webster Street; P.O. Box 7841; Madison, WI. |

**Abstract**

This cassette encourages educators of all levels to use books to reach and to motivate their students. By reading to their students, teachers can relax and ease students into their classroom work. Storysharing can be used by teachers to create a desire to read, to develop other language art skills, and to establish positive teacher-student relationships. Teachers can add a touch of excitement to their existing programs through teaching with books. Vocabulary development, dictionary use, and creative writing techniques are demonstrated using books and pictures as their focus. Besides practical application to curriculum, the positive affective dimension of reading to students is stressed; teachers have to give to their students before they can expect to receive from them. Storysharing helps to create a favorable working relationship between teachers and students. (BJS)

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| **Author(s)** | Kovacik, Sally Gilhaus; Herkert, Patricia A. |
| **Title** | **Content Textbooks: Comprehension-1**<br>1 sound cassette (15 min.) + 38 slides in 1 carousel cartridge:; col. + script |
| **Publisher** | Wisconsin Department of Public Instruction<br>Right to Read Project |
| **Source** | Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707 |

**Abstract**

Reading comprehension is the focus of this sound-slide presentation aimed at content teachers. Through directed reading activity, students are able to acquire the maximum amount of comprehension from what they read. Teachers help to increase their student's comprehension by using the directed reading activity, assessing student's comprehension levels, alerting students to various paragraph forms, and varying the types of questions that they ask. To direct and to facilitate comprehension, teachers should lead students through four steps of the directed reading activity. 1) Preparing to read by previewing the material, identifying vocabulary using author clues, and setting a purpose for reading. 2) Silent reading to search for answers to purpose questions. 3) Discussing or writing out answers to purpose questions. 4) Developing comprehension of information by extending it to other activities which require utilization of the five levels of comprehension: literal, inferential, classification, evaluative, and critical. (BJS)

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| **Author(s)** | Barganz, Robert; Hanson, Richard A. |
| **Title** | **Strategies in Reading, Grades 5-12: Program 12, Issues in Secondary Reading**<br>1 videocassette (29 min.) col (12th in a series of 12) |
| **Publisher** | University of Wisconsin-Extension<br>Telecommunication Center |
| **Note** | Accompanied by "Strategies in Reading, Grades 5-12, Learning Modules" (72p.) |
| **Source** | Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707 |

**Abstract**

The Director of the University Introductory English Courses Program introduces this video tape program by pointing out that many college students can't handle textbook reading, that colleges whose function is not to teach reading have to help students focus on basic skills to get at the course content. The program deals with the place of reading instruction in the K-12 curriculum and the role of the reading resource teacher in the schools. Emphasis is placed on the need for all teachers and the administrator to develop sequences of skills; the same set of content acquisition skills used throughout all subject areas will result in an independently functioning reader. A reading resource specialist and Dr. Clasen define the reading specialist's role and discuss the responsibilities of the job. With the four A's: Awareness, Analysis, Adjustment, and Adaptation we are shown how to go about developing a reading program. A representative of a Cooperative Educational Services Agency reviews his findings with Dr. Clasen in a survey taken based on these four areas. He discusses what kinds of adjustments a school system can make to rectify problems of lack of teacher training in the teaching of processes for reading skill acquisition. Thus, the four A's represent an adequate advocacy model for content area teachers to acquire the skills to handle process learning for the ultimate good of the students. (RH)

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|---|---|
| **Author(s)** | Barganz; Hanson, Richard A.; Barganz, Robert |
| **Title** | **Strategies in Reading, Grades 5-12: Program 11, Reading Guides**<br>1 videocassette (28.55 min.) col (11th in a series of 12) |
| **Publisher** | University of Wisconsin-Extension<br>Telecommunication Center |
| **Note** | Accompanied by "Strategies in Reading, Grades 5-12, Learning Modules" (72p.) |
| **Source** | Free loan: Eunice Bethke, Department of Public Instruction 125 South Webster Street, P.O. Box 7841, Madison, WI 53707 |

**Abstract**

In program 11 of this series reading guides are developed by teachers to supplement an existing text; they assist students to gain a mastery of the content of the discipline by focusing on the reading process, and they stimulate their thinking processes. In the program a reading teacher discusses the uses of a reading guide and how to design the guide for various levels. A science classroom situation and the science teacher demonstrate how the guide is introduced and used emphasizing that it improves comprehension and retention, gives the flexibility to work with small groups, deals with vocabulary and reinforces teaching. We are shown how to carefully develop a guide and a process in which a team with a consultant goes about making decisions in developing a reading guide with respect to student skills, text demands and the discipline involved. This focus on content acquisition can lead to higher order cognitive thinking if handled properly by a teacher interested in using the guide as a reasoning guide. Students can be led toward interpretation, prediction, critical thinking and creative thinking. (RH)

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| **Author(s)** | Hanson, Richard A.; Barganz, Robert |
| **Title** | **Strategies in Reading, Grades 5-12: Program 10, Comprehension**<br>1 videocassette (29 min.) col (10th in a series of 12) |
| **Publisher** | University of Wisconsin-Extension<br>Telecommunication Center |
| **Note** | Accompanied by "Strategies in Reading, Grades 5-12, Learning Modules" (72p.) |
| **Source** | Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707 |

**Abstract**

Program 10 of the video series deals with syntax, semantics and extension (the higher order thinking practice). Teachers must help students gain the writer's message in order to ascertain the writer's meaning and then go beyond the literal meaning to interpretation and critical thinking. The student's comprehension problem may involve perception and background. Is he able to decode the message and does he have the background; can the student handle syntax, semantics and has he been given practice to help him do higher order thinking. A K-12 language arts coordinator and Professor Clasen discuss these three comprehension problems and illustrate how to diagnose syntax problems by giving a diagnostic test in a high school classroom for the purpose of separating the students into groups depending on the problems. A demonstration of kernel sentence teaching in a language arts classroom is presented as well as drilling on vocabulary and how to demonstrate semantics meanings. As teachers we must assume that the student is always in the process of learning; thus the process of teaching syntax and semantics is every teacher's job. (RH)

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**Author(s)** Hanson, Richard A.; Barganz, Robert
**Title** **Strategies in Reading, Grades 5-12: Program 9, Study Skills**
1 videocassette (29 min.) col (9th in a series of 12)
**Publisher** University of Wisconsin-Extension
Telecommunication Center
**Note** Accompanied by "Strategies in Reading, Grades 5-12, Learning Modules" (72p.)
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

**Abstract**

Program 9 of the video series is introduced by a student discussing her understanding of the purpose for reading, the importance of getting the author's message and what she gained from skill practice. It continues, giving illustrations of those specific skills content teachers use to help students learn content material. The effect on learning that occurs depends on the structure and depth of the course, the learner and his learning mode, his environment, the class load he carries, the materials the teacher selects, and the evaluation. The program recommends using the formula SQ3R to accomplish this: Survey, Question, Read, Recite and Review. Two teachers in a chemistry classroom situation demonstrate how to use SQ3R, a method of reading any textbook, in this case, chemistry. This set of study skills teaches students to attack any printed material in any subject area. Guiding the student through SQ3R's basic study skills helps him acquire a set of study skills he can adapt to his needs in other content areas, and thus become a truly independent learner. (RH)

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**Author(s)** Hanson, Richard A.; Barganz, Robert
**Title** **Strategies in Reading, Grades 5-12; Program 8, Thought and Writing Patterns**
1 videocassette (29 min.) col (8th in a series of 12)
**Publisher** University of Wisconsin-Extension
Telecommunication Center
**Note** Accompanied by "Strategies in Reading, Grades 5-12, Learning Modules" (72p.)
**Source** Free loan: Eunice Bethke, Department of Public Instruction. 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

**Abstract**

The eighth program of this video series explains the writing patterns and the reading skills a teacher can help students identify and use. Introduced by a chemistry teacher who states that his aim is to help students know people as well as technology and to help them go beyond the literal level of the content area to the interpretive, critical and creative levels, the program demonstrates how this can be accomplished. Seven basic paragraph types are outlined and examples are shown to illustrate that helping the student recognize the paragraph form will help him find the literal meaning of the content, and from there, go on to a conceptual understanding of the author's intent, to an interpretation of his purpose, his organizational purpose, and his vocabulary. A social studies teacher demonstrates in a classroom situation how to guide students in this effort and how to help the student realize that the text offers help. Professor Shoeller, a reading professor, reaffirms the need for the reader to understand the author's ideas, his techniques and to develop a critical sense through the use of skills taught in the classroom. (RH)

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**Author(s)** Hanson, Richard A.; Barganz, Robert
**Title** **Strategies in Reading, Grades 5-12: Program 7, Paragraph Patterns**
1 videocassette (29.07 min.) col (7th in a series of 12)
**Publisher** University of Wisconsin-Extension
Telecommunication Center
**Note** Accompanied by "Strategies in Reading, Grades 5-12, Learning Modules" (72p.)
**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

**Abstract**

Program 7 of this video series emphasizes the importance of facilitating the student's comprehension by isolating two characteristics of writing: finding the main ideas and identifying cue words that signal the author's intention. Since reading is externally guided thinking, the student needs help in recognizing what the author's cues are to signal thought units and thought structures. The program introduces five paragraph types, using graphic devices to illustrate the paragraph types, and gives examples of five levels of cue words. Sentences giving clear examples of each are analyzed. Understanding what the author is saying helps the student become an independent learner not only in the teacher's but also in other content areas. (RH)

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| **Author(s)** | Hanson, Richard A.; Barganz, Robert |
| **Title** | **Strategies in Reading, Grades 5-12: Program 6, Group Textbook Survey and Cloze**<br>1 Videocassette (28.39 min.) col (6th in a series of 12) |
| **Publisher** | University of Wisconsin-Extension<br>Telecommunication Center |
| **Note** | Accompanied by "Strategies in Reading, Grades 5-12, Learning Modules" (72.) |
| **Source** | Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street; P.O. Box 7841, Madison, WI 53707 |

**Abstract**

Program 6 of this video series outlines what a group textbook survey is, how to conduct a group textbook survey and explains the Cloze procedure. By designing a good survey the teacher will be able to identify students that need help and determine the specific skills which the class needs to work on to gain the informational content of the subject area. Actual classroom demonstrations illustrate how a group survey is accomplished. Record keeping is necessary, for evaluation of scores brings to light whether a student is rated as having an independent reading level, an instructional reading level or a frustration reading level. A group administered educational survey of text materials results in guidance or individualized instruction. The Cloze test helps the teacher find out whether a student can gain information from a specified text. A reading resource person explains the procedure, how this helps to decide on the text to use with the students and that it is a helpful procedure to use when text adoption is contemplated. (RH)

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| **Author(s)** | Hanson, Richard A.; Barganz, Robert |
| **Title** | **Strategies in Reading, Grades 5-12: Program 5, Textbook Analysis**<br>1 videocassette (26.50 min.) col (5th in a series of 12) |
| **Publisher** | University of Wisconsin-Extension<br>Telecommunication Center |
| **Note** | Accompanied by "Strategies in Reading, Grades 5-12, Learning Modules" (72p.) |
| **Source** | Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707 |

**Abstract**

Program 5 of this video series focuses on what textbook analysis is, how to do it, when to do it. A director of the Right to Read Program in Wisconsin discusses with Robert Clasen the importance of textbook analysis, the careful study of the text by the teacher to determine what demands the text will place on the student. When to do textbook analysis, before the books are purchased or given to the student, is pointed out. A careful analysis of the texts, their organizational elements, the process elements and the study aids built into the text should be gone over with the students. This is explained with clarity and detail in order for the teacher to help the students know the elements to be found in the text that will help them learn how to master the textbook elements as tools to use in their future independent learning endeavors as well as in their present content learning. (RH)

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| **Author(s)** | Hanson, Richard A.; Barganz, Robert |
| **Title** | **Strategies in Reading, Grades 5-12: Program 4, Word Recognition and Vocabulary Development**<br>1 videocassette (28:20 min.) col (4th in a series of 12) |
| **Publisher** | University of Wisconsin-Extension<br>Telecommunication Center |
| **Note** | Accompanied by "Strategies in Reading, Grades 5-12, Learning Modules" (72p.) |
| **Source** | Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI. 53707 |

**Abstract**

Program 4 of the video series focuses on word recognition and vocabulary demands in the student's content area that will lead to the student's dealing independently with the content of the discipline. In a discussion with a reading consultant and a demonstration by a teacher the formula CSSD (Context, Structure, Sound and Dictionary) is explained. Because without vocabulary the student will have difficulty thinking in his/her discipline, using the CSSD method of vocabulary instruction will help the student deal independently with the content of the subject area. Beginning with curricular planning, determining the specific student level in order to match the student to the reading assignments, going on to methods of vocabulary development, and finally touching on reinforcement activities, the program also explains when to introduce vocabulary and how it is best taught. (RH)

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| **Author(s)** | Hanson, Richard A.; Barganz, Robert |
| **Title** | **Strategies in Reading, Grades 5-12: Program 3, Informal Inventories**<br>1 videocassette (29:10 min.): col (3rd in a series of 12) |
| **Publisher** | University of Wisconsin-Extension<br>Telecommunication Center |
| **Note** | Accompanied by "Strategies in Reading, Grades 5-12: Learning Modules" (72p.) |
| **Source** | Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707 |

**Abstract**

Videotape program 3, "Informal Inventories," discusses the merits of using the informal reading inventory based on a single text as it is demonstrated by a reading consultant and a content area teacher. In the introduction Clasen stresses that the teacher should go beyond the standardized test which has drawbacks which he discusses at length. He recommends the informal reading inventory, outlines the three types of readers, then discusses with a teacher how to assess his students' levels of reading and the steps involved in developing the informal reading test. A reading consultant further defines and describes the informal reading inventory and explains why it is a better method to use, again stressing that the informal inventory is a way of finding out how well a student can perform the tasks assigned by the content area teacher. Since it is designed by the teacher at the local level, it tells the teacher the reading achievement level of the student with respect to specific content area and will ultimately give the teacher the information needed to better match the student to the assignments. (RH)

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| **Author(s)** | Barganz, Robert; Hanson, Richard A. |
| **Title** | **Strategies In Reading, Grades 5-12: Program 2, Readability**<br>1 videocassette (28 min.): col (2nd in a series of 12) |
| **Publisher** | University of Wisconsin-Extension<br>Telecommunication Center |
| **Note** | Accompanied by "Strategies in Reading, Grades 5-12: Learning Modules (72p.) |
| **Source** | Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707 |

**Abstract**

This video program examines the importance of estimating the readability of materials and the techniques to use in choosing appropriate materials to help students learn subject contents with ease. One of the first steps in this effort is to master the skill of estimating the reading ability of the student in order to match the student to the reading assignment. The importance of examining materials at first hand is reinforced by statements from teachers and administrators. Demonstrations of how to assess readability of materials are given using the Fry Readability Formula and the Flesch Formula, both reliable and valid estimates. Administrators and teachers explain that using strategies such as teacher inservice to learn how to estimate readability, teaching vocabulary, removing obstacles from content materials by deleting or changing words are among the many additional activities that can be tried to help define and solve the problems. (RH)

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| **Author(s)** | Barganz, Robert; Hanson, Richard A. |
| **Title** | **Strategies in Reading, Grades 5-12: Program I, An Overview**<br>1 videocassette (28 min.): col (1st in a series of 12) |
| **Publisher** | University of Wisconsin - Extension<br>Telecommunication Center |
| **Note** | |

Accompanied by "Strategies in Reading, Grades 5-12: Learning Modules" (72p.)

**Source** Free loan: Eunice Bethke, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

**Abstract**

The Strategies in Reading videotape series is designed to help teachers identify the skills and strategies to use in solving the reading problems of students. The overview begins with a statement that the teacher's goal must be to increase the possibility that students will be able to read independently in order to gain information, to solve problems and to be critical and creative in their thinking. The strategies the teacher can use toward this aim to create the climate and experiences that will cause the student to work comfortably in content areas are clearly stated by Dr. Robert F. Clasen. His remarks are supplemented by those of several teachers who describe techniques used in solving reading problems in their content areas. The importance of analyzing textbooks and students to ascertain readability levels is also touched on. The emphasis is on the need to teach students specific skills in learning how to learn from printed materials in order to become independently functioning individuals. (RH)

# Reading
# Program Descriptions

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The following program descriptions include the name, address, and telephone number of a contact person. For more information, contact this person directly.

If the program is from outside the state of Wisconsin, it is part of the **National Diffusion Network (NDN)**. In addition to contacting the program directly you can also receive information about these programs from: **The Wisconsin State Facilitator Office, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707. Telephone (608) 266-9897**

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| **Program** | **VRP; Reading Power In The Content Areas** |
| **Contact Person** | Eileen Ostergaard<br>The EXCHANGE |
| **Address** | University of Minnesota<br>Minneapolis, Minnesota 55455 |
| **Telephone** | (612) 376-8234 |
| **Target Grades** | High Schools |

**Abstract**

The goals of this project are: to narrow the gap between student reading ability and the skill level required to read printed instructional materials; to help teachers make appropriate selections of printed materials and plan reading-related activities appropriate for the abilities of their students; to train every teacher as a reading teacher regardless of his/her discipline. The project has attempted to reach these goals through development of teacher-training materials and vocational student reading-support materials. The program consists of five components. Testing trains teachers to use formal and informal tests and inventories to assess reading abilities of their students. Readability analysis provides teachers with the knowledge and tools to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and improve use of the printed materials to fit students' reading abilities. Fifteen reading in the content area modules are designed to be use in group or individual inservice, provide basic strategies and procedures that can be incorporated into any classroom curriculum. Vocabulary development focuses on practical vocabulary activities that the teacher can incorporate into the total curriculum. In addition, for vocational adopters, project-developed vocational student reading support materials in the form of 32 occupationally specific key word glossaries are available. Instructional materials system involves the development of a resource system that provides teachers with ready access to a wide variety of instructional materials in their field.

**Program Evaluation**

The program has been validated by the JDRP 5/74.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

Must provide staff development time. Key word Glossaries at $3 each. Set of 32, $75. Buy one for each student, or 1-2 per class. Individual Reading in the Content Area Modules varies: entire set of 15, under $300. Adopters of this component will typically purchase a minimum of 5 modules and a maximum of one complete set.

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| **Program** | **Student Education Assuring Positive Organized Reading Techniques: SEAPORT** |
| **Contact Person** | Mary C. Macioci or Mary E. Kohring<br>Newport School Department Administration Center |
| **Address** | Grant Programs Office<br>Newport Rhode, Island 02840 |
| **Telephone** | (401) 849-4588 |
| **Target Grades** | Elementary |

**Abstract**

Project SEAPORT is a remedial reading program which provides Title I students, grades 1-9, with individualized prescriptive instruction in the classroom setting and in a pull-out resource learning laboratory. Skilled reading specialists work with students who have been identified as most in need of remedial services. The program places a strong emphasis on reading activities within content areas. Project success is enhanced by cooperation between reading specialists and classroom teachers.

Specialists provide regular consultant services to classroom teachers. Staff development is a major component of the program. Inservice training is provided for reading specialists and classroom teachers. Student progress is assessed each year, using pre-and posttest scores on standardized achievement tests. Quarterly monitoring and annual needs assessment are integral parts of the annual evaluation. Project SEAPORT activities enjoy a high level of parent/community involvement. Involvement is enhanced by frequent parent-teacher conferences, A parent advisory council, frequent dissemination of information on project activities to the community, and an annual needs assessment. These activities are coordinated by a home/school liaison specialist.

**Program Evaluation**

SEAPORT has been validated by the JDRP, 4/9/73.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Costs include staffing and training; training manual for reading specialists, $20, and Management Manual, $50.

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**Program** **School Volunteer Development Project**
**Contact Person** Audrey Ross
**Address** 1410 N. E. Second Avenue
Miami, Florida 33132
**Telephone** (305) 371-2491
**Target Grades** Elementary Secondary Education
**Abstract**

The School Volunteer Development Project includes an overall plan for a delivery system of volunteer services and the accompanying support materials; recruitment procedures to generate a resource pool of volunteers; training for volunteers and teachers who use these services; and evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in rural or urban settings. The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers are provided as well as inservice training for classroom teachers. This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning-disabled. The multimedia starter kit for the utilization of volunteer services contains two administrative reference books, introductory training materials and eight modules for training volunteers, teachers, and administrators. Three modules with tapes, a course outline for cross-age tutor training, and two additional reference books are offered as optional items.

**Program Evaluation**

This program has been validated by the JDRP, 12/18/75.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

Based on a paid coordinator, per pupil cost per year is estimated at $2.25.

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**Program** **Right To Read: Wilson Junior High School**
**Contact Person** Valerie G. Musso
Woodrow Wilson Junior High
**Address** 3838 Orange Avenue
San Diego, California 92105
**Telephone** (714) 280-1661, ext 22
**Target Grades** Junior High Schools
**Abstract**

Right to Read differs from many previous attempts at solving reading problems. It is a process, not a program. It gets at causes, not symptoms. It requires commitment, not money. Wilson Junior High School Right to Read is part of a national effort to eliminate illiteracy and turn kids on to reading. It requires that users perform a needs assessment to find out precisely what is needed. Planning is based on the needs assessment. Implementation of the plan involves professional development, with special emphasis on paid teacher writing time so that teachers can work together to bring about change. Through sharing, teachers can build upon each other's strengths and find quicker and better solutions to their problems. The major thrust of the program is to encourage teachers to teach reading as it is related to their particular content area. Cross-age tutoring, community volunteers, and teacher assistants help increase reading efficiency at all levels of development. Students whose reading skills are particularly low attend special centers where they receive intensive individual attention. Staff development-- taking the good teachers and making them into better teachers-- is emphasized.

**Program Evaluation**
The program has been validated by the JDRP, 3/35/74.

**Funding Source(s)**
Elementary Secondary Education Act Title III

**Cost of Implementation**
Material costs include purchase of "Right To Read Assessment and Planning Handbook" (available from State Right To Read Directors) and commercially prepared items covering a range of reading abilities and student interests.

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**Program** **Reading Instruction and Pupil Personnel Services (RIPPS)**
**Contact Person** Michael W. Mello
Office of Grant Programs
Portsmouth School Department
**Address** Portsmouth, Rhode Island 02871
**Telephone** (401) 683-1450
**Target Grades** Elementary Secondary Education

**Abstract**
The RIPPS project is a team approach involving classroom teachers, reading specialists, guidance personnel, special services, and parents to improve reading achievement and self-concept of disadvantaged students. The thrust of the program is to identify the child in need of service, diagnose the child's problems, develop an individualized educational program to alleviate the problems, and continually evaluate the child and the program. The project's main component is a reading services program that includes direct services to students through individual and small-group remedial instruction and indirect services to students through a consultant service to their classroom teachers and parents. Each program participant is evaluated by a guidance/social worker team with output to remedial reading and classroom teachers. It has been found that a student's inability to read may be causal, affecting the child's total progress in school, or that it may be symptomatic of other problems (social, emotional, physical, etc.) which are adversely affecting the child's developmental progress. Through a team effort the "total" child is made to function more effectively. Another important component is total parent involvement, including regularly scheduled parent-teacher conferences. Formalized 10-week parent study groups, and parent counseling. The project attempts to identify educationally disadvantaged students as early as possible by providing, together with the school department, an early-identification program which involves health and developmental screening of pre-kindergarten students, parent information sessions, and a special readiness program once the child in need enters kindergarten. The highly successful secondary program emphasizes the teaching of reading through the content areas, with the reading specialist providing (for the most part) consultant services to the teachers of identified students.

**Program Evaluation**
Reading Instruction and Pupil Personnel Services (RIPPS) has been validated by the JDRP, 12/16/74.

**Funding Source(s)**
Elementary Secondary Education Act Title I

**Cost of Implementation**
Cost of program is estimated at $938 per student (1977-78).

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**Program** **Tomah Reading Power Program**
**Contact Person** Craig Hitchens
Tomah Area School District
**Address** Lincoln Avenue
Tomah, Wisconsin 54660
**Telephone** (608) 372-5986
**Target Grades** Secondary Education; Intermediate Grades

**Abstract**
The Tomah Reading Power Program provides inservice training to intermediate and secondary teachers aimed at improving student skills in content area reading. A core of 20 teachers is intensively trained in VRP methods, and will then serve as resource people for department-level inservice training. An assessment of staff, student and community needs prompted the decision to adopt the VRP plan from Minnesota. The first year of operation for this project is the 1981-82 school year. (RML)

**Funding Source(s)**

Elementary Secondary Education Act Title II

**Cost of Implementation**

Cost of program listed as $4930 from Title II funds, plus $5162 from Tomah Area School District.

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**Program** **Expanded Services In Early Learning, Reading, And Mathematics**
**Contact Person** Darryl Boudreauz, Federal Project Administrator
St. Mary Parish School Board
**Address** P. O. Box 1239
Morgan City, Louisiana 70380
**Telephone** (504) 384-1250
**Target Grades** Elementary Secondary Education

**Abstract**

Ongoing diagnosis of pupil need is the core of this program. Students are guided through graded learning experiences until they achieve mastery. Teachers and paraprofessionals are used to maintain a ratio of four or five children per adult. An optical mark reader that scores each teaching practice or exercise the moment the student finishes it makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher. Students attend special classes for 45 minutes daily. Each student's program provides three changes of activity during the period to ensure full concentration during his or her attention span. The program is an instructional management system using every possible strategy to ensure that the right instruction reaches each student. Both specially developed and commercially available materials are used. Test and practice materials copyrighted as "Precision Teaching Program" form the major part of the program. Inservice work with teachers and aides is very important. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to each student's need, use commercial materials properly, and build their own materials. This basic-skills program is self-correcting; it draws attention to specific learning problems and indicates where help is needed. In 10 years, more than 1,500 pages of tests and special exercises have been prepared. The self-correcting feature gives the program potential for meeting the instructional needs of any students in any region.

**Program Evaluation**

The Program has been validated by the JDRP, 11/78.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

St. Mary Parish serves over 2000 students per year in its Title I programs. Per-pupil cost, including salaries, is under $500 per year.

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**Program** **Exemplary Center For Reading Instruction (ECRI)**
**Contact Person** Ethna R. Reid
Exemplary Center for Reading Instruction
**Address** 2888 Highland Dr.
Salt Lake City, Utah 84106
**Telephone** (801) 486-5083 or (801) 278-2334
**Target Grades** Elementary Secondary Education; Adult Basic Education

**Abstract**

ECRI's original purposes in 1966 still exist: to identify critical teacher behavior essential to preventing reading failure, to provide inservice education for teachers geared to the research findings, and to disseminate this information. Teacher behaviors identified to date include abilities to: elicit correct responses from non-responding pupils, establish high mastery levels of responses with performance and rate as criteria, correlate language arts activities to increase responses and save time, utilize effective management and monitoring systems, and diagnose and prescribe instantly when errors or no responses occur. Techniques are incorporated into specific directives during reading, oral language, spelling, dictation, creative writing, and penmanship instruction. Student advancement depends upon rate of mastery. A student progresses in practicing new skills and in working with materials independently of other students. In small groups based upon instructional reading levels, students are instructed in those language skills that they will need in future work. Individual conferences are held daily. The teacher teaches new skills at least one mastery test in advance of the student who is passing the tests most rapidly, and reviews instruction for students at the lowest mastery test. Performance is individually measured with the mastery test. Absenteeism is not the problem it can be in the traditional classroom. No procedure changes need occur for a teacher to provide for the returning student. Student's attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on-task. The structure of the scheduling, record keeping, and multisensory instruction also keeps students motivated. criteria for passing a mastery test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those behavior management techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop the management system for mastery and individualization, and teach reading and language skills effectively.

**Program Evaluation**

This program, Exemplary Center For Reading Instruction, has been validated by the JDRP, 5/23/74.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

Implementation costs are stated to be the following: At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and some travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks: $6.95 and $9.95, from ECRI. Mastery tests: $.20 each; can be reproduced. ECRI staff time: $185 a day plus expenses.

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| **Program** | **Project Conquest** |
| **Contact Person** | Lucille Cummings<br>Conquest Diffusion System |
| **Address** | 1105 E. Fifth St.<br>Metropolis, Illinois 62960 |
| **Telephone** | (618) 524-2664 |
| **Target Grades** | Elementary Education |

**Abstract**

Project Conquest, a clinical but flexible approach to reading, diagnoses the child's reading problems through a 17-step diagnostic procedure and prescribes an individualized, structured learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas. Pupils work alone in individual carrels under the supervision of clinicians and aides. Clinicians work individually with six students for approximately 45 minutes, four and a half days a week. Friday is game day, and only group activities are scheduled. Learning tasks are selected by teacher and/or student.

**Program Evaluation**

This program has been validated by the JDRP, 2/20/74.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Implementation costs are estimated to be the following: $450 per pupil after start-up. Initial cost for equipping one reading-room/clinic is approximately $6,000.

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| **Program** | **Reading/English Rotation Project** |
| **Contact Person** | Marcelyn Hobbs<br>Norris School<br>McDuffie County Schools |
| **Address** | Thomson, Georgia 30824 |
| **Telephone** | (404) 595-3527 |
| **Target Grades** | Elementary Secondary Education |

**Abstract**

An organizational pattern was designed to take into account the characteristics of the students and to identify and meet their individual needs. Students are divided into small, flexible groups of six to ten, which move from station to station. Different materials and activities at each station are specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of one hour and 50 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through various reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading. This is a team-teaching approach that emphasizes the integration of the basic communication skills, as opposed to the "pull-out" model.

**Program Evaluation**
This program has been validated by the JDRP, 4/4-5/73.
**Funding Source(s)**
Elementary Secondary Education Act Title I
**Cost of Implementation**
Implementation costs are stated to be $15 per student, excluding personnel.

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**Program** **Proviso Reading Model**
**Contact Person** Dale Crawford
Proviso Township High Schools District N0. 209
**Address** 807 S. First Avenue
Maywood, Illinois
**Telephone** (312) 344-7000
**Target Grades** High Schools
**Abstract**

The Proviso Reading Model is a four-year program. Ninth-grade students identified as disabled readers enroll in the program's Level I courses in English, general science, and math fundamentals. In tenth, eleventh, and twelfth grades students who have not yet developed the skills required to enter one of the district's nonremedial English curricular sequences are enrolled in program courses for Levels II, III, and IV. The Proviso Reading model is based on four convictions; that poor readers can improve, even at the high school level, if the building of reading skills is a major thrust of the total curriculum; that a sound reading-skills program at the high school level must be based on a definition of reading as a thinking skill; that the skills that make up what is generally defined as reading (Linear Reading) may better be learned through carefully devised visual literacy (Media Reading), composition, oral communication, mathematical computation, language, and listening activities within courses in English, Science, and Mathematics than in pull-out tutorial or remedial activities not part of the school's regular curricular offerings that may be viewed as extras or frills; and that materials and teaching strategies attractive enough to make reluctant students become excited about learning do exist. The organization of the Level I instructional program allows for a variety of teaching strategies. Learning activities can be directed by a single teacher with a general background in language, composition, and reading. If the number of students enrolled in the program is large enough, the course can be taught by a team of three teachers, each of whom directs the activities of one specific area--reading, media, or composition. Math and science are taught by regular classroom teachers using materials devised by district reading specialists. In levels II, III, and IV, students continue to develop linear and visual reading skills while applying these to the development of skills in composition, speech, and media. A curriculum guide, with single copies of all instructional materials developed by the project, is available for each level.

**Program Evaluation**
This program has been validated by the JDRP, 6/17/80.
**Funding Source(s)**
Elementary Secondary Education Act Title IV
**Cost of Implementation**
Implementation costs are estimated to be the following: Per-pupil costs for adoption--including training, equipment and materials, and consumables--approximately $95 for one class of Level I English, $52 for one class of Level I math, $114 for one class of Level I science, $79.00 for one class or Level II English class of Level III English, and $94 for one class of Level IV English. Per-pupil costs decrease with the addition of classroom sections of each component of the model.

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**Program** **Project Read-Write**
**Contact Person** Ethel Uries
Hawkins Street School
**Address** 8 Hawkins Street
Newark, New Jersey 07105
**Telephone** (201) 733-8216
**Target Grades** Intermediate Grades
**Abstract**

Project Read-Write is designed to be consistently applied by the classroom teacher to augment the basic reading program in order to develop vocabulary and promote total comprehension. The program involves the application of prescriptions--specially developed strategies designed to teach one major skill and several ancillary skills simultaneously. Each prescription involves the use of one or more language-manipulation techniques. The prescriptions are structured writing and/or oral activities that can be used with materials already available in the classroom. The prescriptions encourage students to react holistically to a reading selection and to incorporate, within these activities, their own ideas, experiences, perceptions and feelings. The prescriptions cover a wide range of reading objectives, from phonics and structural analysis to inferential, critical and creative, as well as literal comprehension. The prescriptions are arranged within the Project Read-Write Resource and Instructional Manual according to major objective and level of difficulty. The program also offers a checklist that can be used in conjunction with formal and informal diagnosis to list and establish a priority ranking of pupil needs on a class, group, and individual basis. This checklist becomes an ongoing record of pupil achievement and accompanies the student as he or she proceeds through the grades.

**Program Evaluation**

This program has been validated by the JDRP, 11/25/80.

**Funding Source(s)**

Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title IV

**Cost of Implementation**

Program implementation costs are stated to be the following: Adopter assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. Adopter assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff if a training or awareness presentation is given out of state. Resource and instructional manual: $20 per copy. Administrator's manual: $7.50 per copy.

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**Program** **PROJECT R-3: Readiness, Relevancy and Reinforcement**
**Contact Person** Pauline E. Perazzo
**Address** 1635 Park Avenue
San Jose, California 95126
**Telephone** (408) 287-1111
**Target Grades** Junior High Schools

**Abstract**

Project R-3 was jointly designed in 1957 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. Its curriculum interrelates reading and mathematics and supplies reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior. The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and developing career awareness.

**Program Evaluation**

The program has been validated by the JDRP, 2/74.

**Cost of Implementation**

Basic secondary-level reading program materials can be utilized. Special prepared math contracts cost approximately $150 for a complete set of masters which can be duplicated. Other costs: reproduction of gaming/simulation activities and contracts; secondary instructional aides.

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**Program** **Programmed Tutorial Reading**
**Contact Person** Edwin R. Cammak
Davis School District
**Address** 45 E. State Street
Farmington, Utah 84025
**Telephone** (801) 337-6756
**Target Grades** Primary Education

**Abstract**

Programmed Tutorial Reading supplements, rather than supplants, conventional classroom teaching. The teaching strategy employs many elements of programmed instruction: frequent and immediate feedback, specified format, and individualized pace. However, where programmed instruction has often sought errorless or near-errorless learning with many cues at first, followed by a fading of cues, the tutorial program proceeds in the opposite manner with minimal cueing at first, followed by increased prompting until the child can eventually make the correct responses. The 15-minute tutoring sessions are highly structured. During their sessions, children read from their regular classroom basal readers while the tutor follows exactly one of 11 tutoring programs presented in the tutoring kits. The programs in the kit specify in detail what and and how to teach. They are designed so that any decision made by a tutor about a child's reading is limited to judging the correctness or appropriateness of answers. Reinforcement and praise for success are essential parts of the instructional strategy.

**Program Evaluation**

This program has been validated by the JDRP, 3/74.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Annual per-pupil cost: $150-$250, depending on rates of pay for tutors and supervisors. Personnel costs, including administrative and clerical, account for 98% of the total budget.

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| **Program** | **Matteson Four-Dimensional Reading Program** |
| **Contact Person** | Allan Dornseif or Martha Carr<br>Matteson School District 162 |
| **Address** | 21244 Illinois Street<br>Matteson, Illinois 60443 |
| **Telephone** | (312) 748-0100 |
| **Target Grades** | Intermediate Grades; Junior High Schools |

**Abstract**

The programs' goal is that students reach a level in the reading-skills sequence commensurate with their reading expectancy level. The four dimensions are: developing basic skills that students need in order to read critically, purposefully, and appreciatively: teaching students to use reading as a tool for learning: fostering an appreciation for literature; and developing permanent interests in reading for enjoyment. Students progress through a series of individualized learning packages covering 108 behavioral objectives, omitting the skills they have already mastered. Activities noted in the learning packages direct the student to selections in various reading texts appropriate to his/her independent reading level. Activities are varied and increase in level of readability and complexity following Bloom's taxonomy. Criterion-referenced tests provide teacher and student with specific knowledge of skills the student has learned as well as the skills appropriated for instruction. Criterion-referenced tests include a placement test, pretest, posttests, and sub-skills tests for all 108 objectives. A management system consisting of class record sheets and individual pupil-progress charts show the student's growth in reading. This skills-development portion of the program is expected to take from 40-60% of the total reading time. The remainder of the time is devoted to application of skills through a variety of reading-language activities to provide a well-integrated reading program. Adopters are trained in the use of cloze procedure, readability formulas, application of behavioral objectives, writing of learning packages, diagnosis and placement of students, and program operation.

**Program Evaluation**

The program has been validated by the JDRP, 2/77.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

A set of reading texts, $650, will accommodate up to 150 students. Annual main[illegible] requires replacement of worn books, $35 for a set of Learning Packages, $15 for set of Ma[illegible]sts, $3 for Guide. Other materials free with purchase.

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| **Program** | **Personalized Instruction: A Classroom Team Approach.** |
| **Contact Person** | Sally Jo Case or Eleanor Pennington |
| **Address** | 4476 West 68th Avenue<br>Westminster, Colorado 80030 |
| **Telephone** | (303) 428-3511 |
| **Target Grades** | Elementary Education |

**Abstract**

The Personalized Instruction: A Classroom Team Approach program is designed to provide an instructional model that will be successful in helping pupils improve their language arts skills. The program includes reading and communication skills, language development, creative writing, and recreational reading. Specialists, working in a team relationship with cooperating classroom teachers and aides, devise and implement instructional activities that relate the pupils' characteristics and learning styles to the classroom teachers' existing curriculum. Pupils selected for the program are in the lowest quartile in reading achievement. They are cross-age grouped in regular classrooms, with 24 Title I pupils served for a 60-80 minute language arts period. Each class is divided into three or four subgroups of six to eight pupils. During the period, each subgroup receives 20 minutes of regular reading instruction from the participating classroom teacher, 20 minutes of supplementary and 20 minutes of reinforcement activities from the aides. (In the case of an 80-minute period, the class regroups for 20 minutes of instruction in written communications). In addition to the regular classroom program, a resource classroom may be provided, offering supervised activities in recreational reading and creative writing. These activities are scheduled during the afternoon, when classroom regroupings are not feasible.

**Program Evaluation**

The program has been validated by the JDRP, 12/16/74.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Per pupil cost is estimated at $423.

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**Program** **Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff--Personalized Approach to Continuous Education (Pegasus-Pace)**
**Contact Person** Marie Sinclair
Tuscaloosa City Board of Education
**Address** 1100 21st Street East
Tuscaloosa, Alabama 35405
**Telephone** (205) 758-2323
**Target Grades** Elementary Education

**Abstract**

Project PEGASUS-PACE seeks to accelerate student's reading achievement and to help teachers enhance their effectiveness through a locally developed, personalized program of continuous learning. The curriculum structure consists of performance objectives and corresponding diagnostic instruments for 17 sequential reading levels. Learners are grouped and sub-grouped according to their established needs; the personalized instruction employs a variety of approaches to the teaching of reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level. Learning activities are selected or developed by the teachers in accordance with the diagnosed needs of the students. These activities and lesson plans are contributed to an accessible learning-resources file organized according to PEGASUS-PACE levels and skills. The PEGASUS-PACE Continuous Progress Program is compatible with any organizational staff arrangement, such as open-space, nongraded, or self-contained classrooms. Teachers may continue to use any strategies they have found successful.

**Program Evaluation**

The program has been validated by the JDRP, 4/16/73.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

The Master Volume for teachers costs $40; other costs cover reproduction of materials and file folders for Resource File.

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**Program** **Success Strategies for Reading and Language**
**Contact Person** June Johnson
W.T. Moore Elementary School
**Address** Rt 17, Dempsey Mayo Road
Tallahassee, Florida 32308
**Telephone** (904) 877-8595
**Target Grades** Primary Education

**Abstract**

This interdisciplinary program, emphasizing basic language and reading skills, trains regular classroom teachers to utilize diagnostic, prescriptive, and behavioral techniques more commonly used by reading clinicians and psychologists. Such clinical approaches are combined with proven traditional methods to help teachers meet the wide range of pupil performance found in today's classrooms and remedial classes. Strategies useful for working with remedial, normal, and gifted students include: ongoing teacher diagnosis of reading, language, and thinking skills; special remediation of severe language deficits; efficient classroom organization and management; large-group, small-group, and individual study; attention to spoken vocabulary, psycholinguistics, reading, grammar, standard English, writing, and critical thinking skills; a wholesome yet stimulating learning environment; and effective discipline. This program is a combination of individualized techniques for basal reader instruction, a systematic management system with learning activities that are motivating yet appropriate for elementary-age children, a concern for academic achievement, and a concern for the child's self-concept. Adaption may be for the total curriculum project or for any one of three program components: Psycholinguistics, Oral Language, and Reading. Training for effective classroom discipline accompanies each component. A five-day seminar at the D/D site is available for training leadership teams from adopter school systems selecting total curriculum adoption. Seminars provide in-depth training to prepare leadership teams for training classroom teachers and all training materials, including instructional modules for each professional staff member and an implementation/management kit. Training workshops are also available at adopter's home district for classroom teachers and administrators. The number of days required for these workshops depends on the number of components chosen.

**Program Evaluation**

The program has been validated by the JDRP, 5/23/74.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

Costs are estimated at $15 per component per teacher, $0-$10 per child for student materials.

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**Program** **Model Classrooms: Classroom Management**
**Contact Person** Sherry Avena
Model Classrooms
**Address** 4095 173rd Place S.E.
Bellevue, Washington 98008
**Telephone** (206) 746-0331
**Target Grades** Elementary Education

**Abstract**

This Washington state program was developed by urban rural racial disadvantaged (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer. This classroom management system teaches students how to become responsible for their own learning. They, with their teacher, determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week. A five-day teacher training workshop is conducted at the adopter site. In the workshop, teachers select and organize their placement tests, cross-reference their materials, design class profile sheets, develop their classroom discipline system, and establish their student-managed classroom organizational plan. Implementation of model classrooms puts school districts in compliance with the Washington State learning objectives law. This law requires the identification of reading, math, and language arts students' learning objectives. Student growth is determined by assessing each pupil's achievement of the stated objectives.

**Program Evaluation**

The model for this program, Model Classrooms: Classroom Management, has been validated by the JDRP, 3/27/78.

**Funding Source(s)**

Educational Regional Research Program

**Cost of Implementation**

Costs of the program include approximately $200 per classroom, plus teacher and teacher's aide training workshop stipends, and Developer/Demonstrator fees and expenses.

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**Program** **Learning To Read By Reading**
**Contact Person** Philip K. Glossa
**Address** 18 North Banner Drive
Sonora, California 95370
**Telephone** (209) 5[illegible]2-3556
**Target Grades** Elementary Secondary Education; Adults

**Abstract**

The program is a multimedia system for teaching reading especially applicable to students reading below 3.0 grade placement level (GPL), including nonreaders, and effective through 6.0 GPL. Reading with symbols (cued reading using familiar objects to represent sounds) begins at primary level and progresses through an approximate tenth-grade reading level. It represents a new approach to phonetic and sight-word vocabulary development. Students (usually in groups of three) read orally to a teacher or aide an approximate 700 pages of cued stories. The system also incorporates "read-along materials, to be used either in conjunction with upper-level reading with symbols materials or alone for students at higher reading levels (GPL 3 and 5-8). Symbols representing 34 basic sounds are learned through use of a workbook. (Instruction on an individual or small-group basis is recommended.) Students learn symbol-sound relationships in less than one week. Thereafter, they read orally after completion of the first six books (2.0 to 4.5 reading level), the identical stories are read This cued reading provides a bridge to regular reading and opportunity to teach the more significant conventional rules of phonics, and furnishes an opportunity for assessment of reading progress. Read-along materials (24 half-hour and short story segments and nine one-hour radio plays) are used at a higher level of the program. Adopting schools should plan for at least one long day or two short days of training. Aides should be provided. Normal classroom facilities are sufficient, but listening stations equipped with cassette recorders and headsets must be available for read-along phase.

**Program Evaluation**
The program has been validated by the JDRP, 4/74.

**Funding Source(s)**
Elementary Secondary Education Act Title III

**Cost of Implementation**
Full program based on 20 students, $900.

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**Program** **Intensive Reading Improvement Program (IRIP)**
**Contact Person** Carita A. Chapman
Bureau of Reading Improvement
Room 849
**Address** 228 North Lasalle Street
Chicago, Illinois 60601
**Telephone** (312) 641-4059
**Target Grades** Elementary Education; Junior High Schools

**Abstract**
IRIP aims to raise elementary school reading achievement by upgrading teacher skills in reading instruction. One teacher from each participating school serves as a reading resource teacher. IRIP provides this teacher with 60 hours of training in essential theories and methods of teaching reading. The reading resource teacher then returns to school to conduct 30 hours of inservice training sessions for the school's other classroom teachers. Staffing includes a citywide coordinator, a district coordinator, school reading resource teachers, and classroom teachers. Currently, 21 teacher-training units written especially for IRIP are used in the 60-hour preservice for reading resource teachers and the 30-hour inservice for classroom teachers. These units are: Self-Assessment, Reading Lesson, Word Attack (Sight Vocabulary), Word Attack (Phonics), Word Attack (Structural Analysis), Comprehension (Vocabulary Development), Comprehension (Literal), Comprehension (Interpretation), Comprehension (Critical Reading), Study Skills (Parts One and Two), Literature Program, Oral Reading Development, Content Area Reading, Audio-Visual Resources, Teaching Reading to Speakers of Non-Standard English, Reading and the Non-English Speaker, and Home-School Partnership.

**Program Evaluation**
The program has been validated by the JDRP, 4/74.

**Funding Source(s)**
Chicago Board of Education

**Cost of Implementation**
Costs depend on the number of reading resource teachers freed from classroom responsibilities to conduct inservice training and on the type of reproduction used for teacher-training units.

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**Program** **HOSTS; Help One Student To Succeed**
**Contact Person** Bill Gibbons, Executive Director
HOSTS Non-Profit Corporation
**Address** 5802 MacArthur Blvd.
Vancouver, Washington 98661
**Telephone** (206) 694-1705 or 693-1775
**Target Grades** Elementary Secondary Education

**Abstract**
The HOSTS program operates from a learning resource center staffed by a reading specialist and an aide. Students in the program are first evaluated; then individual prescriptions are developed, matching coded instructional materials to identified reading deficiencies. Informal reading inventories are used to screen and identify students. Each student in the project is then given a

number of criterion-referenced tests to pinpoint individual reading deficiencies. From these tests a reading profile is developed by the specialist, recording the student's ability levels in the various skills areas. Individual lessons are developed from this profile. The HOSTS cross referencing manuals are used by the instructional staff to plan prescriptive programming tailored to individualized needs. In addition, specific directions for tutor implementation of the prescribed program lessons are included in the student profiles. Daily student progress is recorded by the tutors and incorporated into the profile as well. Teaching procedures in the HOSTS program are designed to enable teachers to discover the abilities of each student and then allow the student to advance at his/her individual learning rate. The instructional climate is humane and reflects concern for each student's worth. Community volunteers work as tutors on a one-to-one basis with students, following prescriptions developed for each student by the reading specialist.

**Program Evaluation**

Normative (Gates-MacGinitie, CIBS) and criterion-referenced tests. Specific gains by grade levels are available in a detailed report. (Financial and evaluation data collected 1973-76).

**Funding Source(s)**

Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title II; Elementary Secondary Education Act Title III

**Cost of Implementation**

Start-up cost ranges from $30 to $115 per pupil. Continuation cost ranges from $.50 to $12 per pupil per year, depending upon existing resources. Figures based on 2,000 target pupils. DPI Publications Office.

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**Program** **HIT: High Intensity Tutoring**
**Contact Person** Clarence L. Stone
Highland Park School District
**Address** 20 Bartlett
Highland Park, Michigan 48023
**Telephone** (313) 956-0160
**Target Grades** Intermediate Grades; Junior High Schools

**Abstract**

HIT centers provide an individualized instruction program designed in the reading center to develop vocabulary and comprehension skills and in the math center to increase computational abilities, problem-solving abilities, and understanding of mathematical concepts. Sixth, seventh and eighth grade students identified as deficient in reading and/or mathematics are selected on the basis of performance at least one year below grade level on standard tests and by observations of the classroom teacher. The HIT method actively involves tutors, tutees, a certified teacher, and two paraprofessional aides. Tutoring focuses on peer-teaching and reinforcement techniques. It is developed primarily from principles of programmed instruction. Tutors from grades 7 and 8 assist sixth-grade tutees in developing grade-level skills and reinforce correct performance. This interaction also helps the tutors upgrade their own skills. The two basic HIT Center components are the instructional system and the motivational system. The primary features of the instructional program are daily calculation of the percentage of correct responses for each tutee and use of instructional materials that carefully control introduction of new concepts and incorporate frequent review. The motivational system is crucial to optimal student progress. Tutees receive points for correct responses which accumulate in a 'BANK BOOK' and are redeemable for tangible rewards. Tutors receive points and rewards on the basis of attendance.

**Program Evaluation**

The program has been validated by the JDRP, 1/74.

**Funding Source(s)**

Elementary Secondary Education Title I

**Cost of Implementation**

Annual operating budget for a reading center is $26,000, or $200 per pupil. Adding tutors, costs are cut in half. Yearly budget for operating math centers is approximately $25,000, or $175 per pupil. Operational costs are approximately 85% personnel-related. Start-up costs are approximately $5,000 per center.

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**Program** **Reading/Language Arts-Edgerton School District**
**Contact Person** Dr. Patrick Meehan
CESA 15
**Address** 545 W. Dayton St.
Madison, Wisconsin 53703
**Telephone** (608) 266-9460

**Target Grades** Elementary Education

**Abstract**

Children in kindergarten through sixth grade are selected on the basis of their need for remedial work in language arts. Ongoing diagnostic procedures such as evaluation of students' writing, individual conferences following self-selected reading, informal reading inventories, and use of children's personal vocabulary is used to determine instructional practices. Individually prescribed activities are prepared for children to work on, either alone or in groups. Techniques used include the language experience approach to reading, creative writing activities and the experience approach to developing basic cognitive and language skills. (CWF)

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Costs depend upon teachers' salaries and cost of games and activity materials.

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**Program** **Reading Power in the Content Areas**

**Contact Person** Wanda McClain or Diane Beecher
Ondossagen, Barksdale School District

**Address** Rt#3
Ashland, Wisconsin 54806

**Telephone** (715) 682-3492

**Target Grades** Secondary Education

**Abstract**

VRP is a staff development project designed to make content area teachers aware of the gap between student reading abilities and the reading requirements of printed instructional materials. The components of the program are: 1) readability analysis, 2) information on reading tests which range from standardized tests to informal tests developed by teachers, 3) vocabulary development, and 4) instructional modules as they relate to the specific content areas.

**Funding Source(s)**

Elementary Secondary Education Act Title IV

**Cost of Implementation**

$4.970.75

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**Program** **Reading and Math/Grades 4-8/Title I**

**Contact Person** Joyce E. Kieslich
Elcho School District

**Address** Box 223
Elcho, Wisconsin 54428

**Telephone** (715) 275-3225, School or (715) 275-3788 Home

**Target Grades** Intermediate Grades; Junior High Schools

**Abstract**

This program provides supplementary education for students in grades 4-8 having special needs in the areas of reading/language arts, and/or math. A student's level of self-esteem is increased, resulting in a more positive learning, working, and social climate with less discipline problems. The program also focuses on increasing parental interest and involvement in student and school related activities, through development of a strong Parent Advisory Council. The instructional cycle of the LRC program has seven basic elements: 1) Referral of students who fall below the 40th percentile on school testing program, using the Iowa Test of Basic Skills. 2) Pre-testing in fall, using Stanford Diagnostic Reading and Math tests. 3) Identifying specific skill needs. 4) Writing individual prescriptions for each student. 5) Making out daily lesson plans each week, which include innovative, highly motivating activities and materials, correlated with skill needs. Materials are either commercially available and adapted to students needs, or staff developed to meet student needs and interests. 6) On-going monitoring of student progress. 7) Post-testing in spring (using same test as in fall testing) to determine project gains. Several highlights of the LRC Program are the following: 1) The strong emphasis placed on improving a students' self-esteem. 2) One day a week for Educational Activities (using games to reinforce skills). 3) A Reading Enrichment Day, to motivate students to read for pleasure as part of the weekly program. 4) An effective parent involvement program. With the help of the staff including a reading specialist-director, three aides, and volunteer parents, students are scheduled for 20-30 minute periods each day, five days a week. Moveable dividers divide a large classroom into four sections to accommodate the staff. A list of materials used for different phases of the LRC program and samples of various forms are available upon request enclosing a self-addressed envelope. Visitors are welcome to the program by notice. (BJS)

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Program costs are stated to be the following: Based on Title I Distribution of Education Division General Administrative Regulations (EDGAR) July 18, 1980, costs for regular school term 1979-80, reading/language arts phase of Title I Learning Resource Center Program (LRC) for 49 students was $45.00 per student. Approximate cost of operation, $2,193.00. Math phase, $586.00 cost per student. Cost of operation $21,691.00 (This was the first year that math was implemented into the program.

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**Program** **Mastery Learning and Basic Skills**
**Contact Person** Dr. Frisby D. Smith
Milwaukee Public Schools
**Address** 5225 W. Vliet St.
P.O. Drawer 10K
Milwaukee, Wisconsin 53201
**Telephone** (414) 475-8049
**Target Grades** Elementary Education

**Abstract**

Exemplary Center for Reading Instruction (ECRI) is a mastery learning approach to the teaching of reading and language arts based on the assumption that if readers can understand how they use comprehension skills as they read, their comprehension will be stimulated. Teachers are given directives for teaching and testing literal, inferential, critical, and creative comprehension; it is assumed that teachers can learn to teach all pupils to read. ECRI does not have a specific set of materials other than the teacher's manual used in training and the initial packet of materials and pupil and teacher record sheets. It is a technique which can be used with any materials reading series, and it involves the use of sets of "directives" (a script) for teaching word recognition, comprehension, manuscript/cursive, spelling, writing, and study skills. ECRI has a built-in management system; much responsibility is placed on the teacher to teach and the student to learn. Teaching and learning alike is to mastery. Instruction is direct, clear, and diagnostic and calls for many oral as well as written responses by the children. ECRI is active teaching and active learning. (BJS)

**Funding Source(s)**

Elementary Secondary Education Act Title II

**Cost of Implementation**

Program costs are stated to be the following: 1) ECRI consultant fees of $225 per day for 8 hours daily for 5 days are needed for initial training; 2) ECRI manuals-a set of 11 costs about $100; 3) $50 per packet of materials to be run off for each teacher; 4) $50 per set of mastery tests (if printed) for text being used; 5) $2,000 for paper, ditto masters, and transparencies; and 6) if the system has to pay teachers' salaries during training, salary costs of approximately $153 per day for 5 days.

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**Program** **Mathematics, Reading Title I**
**Contact Person** Gary Nelson
New London
**Address** 903 North Water Street
New London, Wisconsin 54961
**Target Grades** Junior High Schools

**Abstract**

A daily 25 minute Title I class in mathematics or reading or both serves 40 to 50 students each who come from study halls for the instruction. The students are referred by a faculty member and have received parental permission. The programs focus on the basic skills. A battery of diagnostic tests brings to light areas of weakness; instruction is geared to overcome these deficiencies. Both programs have a teacher and an aide. The strong points of the programs are the individual attention given every student, and the strong support of the regular staff, the building principal, and the district administrator (RH)

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

$28,000-Reading $28,000-Mathematics.

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**Program** **SMILE (Self-Concept and Motivation Improvement through Language Experience)**
**Contact Person** Barbara Plaisted
Waterloo School District
**Address** 785 North Monroe Street
Waterloo, Wisconsin 53594
**Telephone** (414) 478-2845
**Target Grades** Elementary Education; Junior High Schools
**Abstract**

The SMILE program uses the language experience approach to develop the reading and writing skills of low ability students in grades 1 through 8. Based on the philosophy that student experiences generate the ability to talk, write and read, the program develops the students' self-concept through participation in successful writing and reading of personalized stories. Activities used to develop stories include walking trips to local industries and businesses, cooking, making crafts, performing science experiments in class, and speakers with various backgrounds and interests. The 'SOUNDS OF LANGUAGE' series by Bill Martin Jr. and commercially published trade books that have a repeater story line are also used. Prewriting activities include generating vocabulary lists, listening to related stories, reading and writing directions, and participating in discussions. The students' efforts are published in attractive formats; sizes, styles and shapes are varied and appealing. Twice a year an informal reading inventory is given to determine specific skill strengths and weaknesses of each student. Word attack skills, sight vocabulary and comprehension skills are developed using the students' own writing and vocabulary lists. (RH)

**Funding Source(s)**

Elementary Secondary Education Act Title IV; Local School District

**Cost of Implementation**

Salaries for resource room teacher and instructional aide. Approximately $25 per student for consumable materials such as construction paper, laminating paper, film, and cooking supplies.

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**Program** **A Chance for Every Child**
**Contact Person** June Larimer
Merton-Chenequa Joint School District, #8
**Address** W 299 N 5614 Highway E
Hartland, Wisconsin 53029
**Telephone** (414) 367-2000
**Target Grades** Elementary Education
**Abstract**

"A Chance for Every Child" addresses the wide range of reading abilities to be found in the elementary classroom. Teachers, working with the reading consultant, provide instruction at the appropriate level for the individual child. Training in study skills which will complement and enrich the basal reading series in use is also provided. The first year of operation for this project is the school year 1981-82.

**Funding Source(s)**

Elementary Secondary Education Act Title II

**Cost of Implementation**

Costs to implement the program are estimated at $10,200.

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**Program** **Reading Power in the Content Area**
**Contact Person** Jo Rogowski
Barron Area School District
**Address** 135 River Avenue
Barron, Wisconsin 54812
**Telephone** (715) 537-5641 ext. 0
**Target Grades** Postsecondary Education
**Abstract**

The goals of the project are: to narrow the gap between student reading ability and the skill level required to read printed instructional materials; to help content-area teachers select and use textbooks and other reading-related activities; and to train every teacher as a reading teacher. The program consists of five components. Testing trains teachers to use formal and informal tests and inventories to assess reading abilities of their students. Readability analysis provides teachers with the knowledge and tools to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and improve use of the printed materials to fit students' reading abilities. Fifteen reading in the content area modules provide materials for teaching reading in the content areas. Vocabulary development focuses on practical vocabulary activities that the teacher can incorporate into the total curriculum. In addition, for vocational adopters, project- developed vocational student reading-support materials in the form of 32 occupationally specific key word glossaries are available. Instructional materials system involves the development of a resource system that provides teachers with ready access to a wide variety of instructional materials in their field. The first year of operation of this project adaptation is the school year 1981-82.

**Funding Source(s)**

Elementary Secondary Education Act Title II

**Cost of Implementation**

Costs include staff time and "Reading in the Content Area" modules at $300.00 per set, Key Word Glossaries at $3.00 each.

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| **Program** | **Reading, Math, Language Arts Team Approach - Title I** |
| **Contact Person** | Marilyn Dewitt<br>Wisconsin Heights School District (Black Earth-Mazomanie) |
| **Address** | Mazomanie, Wisconsin 53560 |
| **Telephone** | (608) 795-2254 |
| **Target Grades** | Elementary Education; Junior High Schools |

**Abstract**

The Title I Team consists of a reading specialist, language clinician, two elementary teachers and an art teacher. The skills areas covered in this program are language development, reading, English expression, and math. The children who are chosen work in the area of greatest need, in groups of no more than four. It is possible for a child to work in more than one area. Commercial and teacher-made materials are used. The art teacher works with about one-third of these children reinforcing the basic skills with creative projects. Before beginning a project a child may have to read instructions, measure area, write instructions, compute cost, etc., thereby using, in a practical way, the basic skills being worked on by the rest of the team. Children chosen for this area are those who need to see the practical application of the basic skills or those with poor self concept who need to improve their confidence. The team also participates in the team meetings of the other Units in the school in order to keep in close contact with the classroom teachers.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Salaries and materials.

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| **Program** | **Racine Standards Program** |
| **Contact Person** | Nancy Neill (K-6); Joe Papenfuss (7-12)<br>Racine Unified School District |
| **Address** | 2220 Northwestern Avenue<br>Racine, Wisconsin 53404 |
| **Telephone** | (414) 631-7171 |
| **Target Grades** | Elementary Secondary Education |

**Abstract**

An all-inclusive K-12 program for primary children and those students in elementary and secondary grades whose scores on the Metropolitan Achievement Tests fall below the 25th percentile of national norms, do poorly on the school district diagnostic feed- back tests, or are recommended by their teacher or principal. The Pre-Primary Component provides a full day of education for up to 102 students whose progress in kindergarten was unsatisfactory and who are not ready for first grade. The Intermediate Component operates at all elementary schools and gives priority to students in the 6th grade, then 5th, then 4th. These students receive small group assistance in reading, English, and mathematics. Each Elementary Standards Program is staffed with a teacher and an aide. The Junior High Component serves 7th graders in all six junior high schools in the areas of reading, English, and mathematics; 8th and 9th graders receive reading assistance. Each of the three high schools offers the assistance of one teacher in these areas. The Standards Program operates in designated schools during the summer. Other components include motivational activities, parental involvement, competency testing, and assistance from guidance counselors. Successful passing of competency tests are required by graduating classes (RH)

**Program Evaluation**
Research and Development Department, Racine Unified School District
**Funding Source(s)**
Local School District
**Cost of Implementation**
The cost during 1980-1981 for the Standards Program, which includes reading, language arts, and mathematics, was about 1.8 million.

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**Program** **Mercer Reading Improvement Project**
**Contact Person** Joseph G. Crisman
Mercer Public Schools
**Address** Box C
Mercer, Wisconsin 54547
**Telephone** (715) 476-2154
**Target Grades** Elementary Secondary Education
**Abstract**
The goal of the Mercer Reading Improvement Project is to create a learning atmosphere in the classroom that will stimulate the student to improve in both the cognitive and affective learning areas. As a result, the child will not only feel better about school, but will develop a positive self concept which will facilitate his learning in all areas. The project is initially strengthened by inservice teacher training on Positive Attitude Toward Learning (PATL) along with the accompanying use of guidelines and mandates of PATL in their classrooms. The first year of operation for this program is the 1981-82 school year. (RH)
**Funding Source(s)**
Elementary Secondary Education Act Title II
**Cost of Implementation**
Approximately $2,000.00.

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**Program** **Youth Tutoring Youth Program-Oregon School District**
**Contact Person** Dr. Patrick Meehan
CESA 15
**Address** 545 W Dayton St.
Madison, Wisconsin 53703
**Telephone** (608) 266-9460
**Target Grades** Elementary Secondary Education
**Abstract**
Students who need supplementary help in reading are selected on the basis of basal reading text level and teacher surveys. These students are paired with older students, usually on a one to one basis, and sessions are held two or three times a week for 30 minutes each. The activities which are followed are prescribed for each student. There is close supervision and detailed planning on the part of the teacher with assistance from an aide. (CWF)
**Funding Source(s)**
Elementary Secondary Education Act Title I
**Cost of Implementation**
Cost of the materials is the only extra expense.

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**Program** **Reading/Title I**
**Contact Person** Jack Merrihew
Superior School District
**Address** 823 Belknap Street
Superior, Wisconsin 54880
**Telephone** (715) 394-0479
**Target Grades** Elementary Education; Junior High Schools
**Abstract**
In this Language-Experience program a thematic approach is used. Varied experiences are provided to stimulate new interests and provide a base for increased reading comprehension. Questions initiated as the result of the experience are recorded. Answers are sought through extended experience, field trips, and an increased desire to read. An expanded vocabulary is developed by engaging the children in meaningful activities which can involve social studies, science, language arts, and mathematics. Thus, reading is attached to all areas of study. This growth in vocabulary is measured through pre and

post tests. The comprehension of this vocabulary is measured by its usage in the children's creative writings done in each unit. Children's reading needs are diagnosed through informal testing Individually made games and small group skill lessons are used to strengthen basic skills.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Additional costs to implement the program are negligible.

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| **Program** | **Reading/English Rotation Model-Junior High (RER)** |
| **Contact Person** | Nancy Gurrie<br>Beloit Public School District |
| **Address** | 220 West Grand Avenue<br>Beloit, Wisconsin 53511 |
| **Telephone** | (606) 364-6755 |
| **Target Grades** | Junior High Schools |

**Abstract**

Beloit's two junior highs are adopter/adapter schools of the nationally validated Title I READING/ENGLISH ROTATION (RER) PROJECT developed in Thomson, Georgia. Procedures for student selection, instructional emphasis, and evaluation have been designed to meet the unique needs of Beloit's Title I eligible population. Beloit's RER project involves 7th grade students. The aim of the project is to increase low achieving students' facility with reading and writing and, subsequently, raise achievement levels. The thrust is an integration of the language arts in both instruction and program organization. The RER project is Beloit's attempt to explore an alternative to traditional pull-out programs for Title I students. The project utilizes three classrooms: an English classroom, a reading room and a Title I skills lab. Students are divided into three groups according to reading level. The three groups rotate among the three classrooms during the period of the rotation project. The building administrators schedule the students into a language arts block consisting of the first two class periods of the morning for a total of 90 minutes. One of those periods would have normally been English and one a study hall. The RER staff in each school consists of a district funded reading specialist, a district-funded English teacher, a Title I teacher and a Title I instructional aide. One staff member serves as a team leader. All team members have a common planning period during the third class period of the morning and plan together at least once a week. In the READING ROOM the reading specialist instructs students in basic reading comprehension, vocabulary and word analysis skills. She introduces themes, reading skills and vocabulary. In the ENGLISH ROOM students are engaged in basic English skills including language study (grammar and spelling), composition (content and mechanics, and oral language skills. In the SKILLS LAB the Title I teacher, assisted by an instructional aide, provides for small group and individualized help in reading and writing through the use of language techniques and specific skill reinforcement.

**Funding Source(s)**

Elementary Secondary Education Act Title I; Local School District

**Cost of Implementation**

Specific personnel, inservice and materials costs for Beloit's (Wisconsin) project are available from the school district.

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|---|---|
| **Program** | **Kindergarten Program** |
| **Contact Person** | Velma L. Dauer<br>Edgerton School District |
| **Address** | 100 Elm High Drive<br>Edgerton, Wisconsin 53534 |
| **Telephone** | (608) 884-9402 |
| **Target Grades** | Primary Education |

**Abstract**

This individualized kindergarten reading program uses the language experience approach to teach pre-reading and beginning reading concepts and competencies by building, in sequence, on whatever awareness for print the child already has upon entering school. It promotes listening, speaking and socialization skills as well as self-concept development by providing sharing and discussion activities. Some specific language experience activities. are key words, personal, dictated stories, group story writing and personal self written stories. (GAW)

**Funding Source(s)**

Local School District

**Cost of Implementation**

The cost to the school district was approximately $0.35 per child in addition to the general kindergarten supplies needed such as 12x18 paper and newsprint, crayons, chart paper, magic markers and trade books.

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| | |
|---|---|
| **Program** | **Remedial Summer School Competency Program** |
| **Contact Person** | Marlin L. Tanck<br>Sheboygan Area School District |
| **Address** | 830 Virginia Avenue<br>Sheboygan, Wisconsin 53081 |
| **Telephone** | (414) 459-3533 |
| **Target Grades** | Junior High Schools |

**Abstract**

The district board of education requires students to pass a competency test in three basic skills areas. Beginning with the class of 1983, students must demonstrate competency in mathematics, reading, and writing. Eighth graders are given an equivalent test to prepare them for the actual test they will take when they are sophomores. This diagnostic "flag" will identify students with serious deficiencies in the basic skills who may have difficulty passing the competency test. The project has two goals. First, the project proposes to set up a remedial program modeled after a similar program in Racine, Wisconsin for those students identified as deficient. It will institute a four-week course focusing on deficiencies identified by an objective referenced test. Second, a curriculum will be developed which will allow teachers to design instructional approaches to address deficiencies identified by testing. This process will allow the information revealed by the testing program to be translated into instructional strategies.

**Funding Source(s)**

Elementary Secondary Education Act Title II

**Cost of Implementation**

District states the costs to be $4,986.664.

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| | |
|---|---|
| **Program** | **Exemplary Center for Reading Instruction Language Arts Program** |
| **Contact Person** | Roger Klumb<br>Menominee Indian School District |
| **Address** | Keshena, Wisconsin 54135 |
| **Telephone** | (715) 799-3345 |
| **Target Grades** | Primary Education |

**Abstract**

The Menominee Indian School district staff recognized a need to improve students' language arts skills through increased teacher effectiveness. The model that the district adopted to meet this need is the program developed by the Exemplary Center for Reading Instruction (ECRI). The ECRI program is characterized by individualized instruction techniques and positive reinforcement. The goals of the program are to help structure a district-wide language arts program, improve teacher effectiveness in meeting the instructional needs of individual students, and increase the skill mastery and reading achievement levels of students. Procedures used to implement the program are inservice education, specific scheduling strategies, and modified teaching methods and techniques. Expected outcomes of the program are to provide teachers with the knowledge and materials to implement mastery learning activities in their classrooms and to improve students' achievement in the basic skills.

**Funding Source(s)**

Elementary Secondary Education Act Title II; Elementary Secondary Education Act Title IV; Local School District

**Cost of Implementation**

The Menominee Indian School District estimates the cost of implementing the program to be $25,000.00.

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|---|---|
| **Program** | **Functional Reading; Reading and Study Skills** |
| **Contact Person** | Kim Twesme<br>Blair School District |
| **Address** | 219 S. Main<br>Blair, Wisconsin 54616 |
| **Telephone** | (608) 989-2525 |
| **Target Grades** | Intermediate Grades; Junior High Schools |

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**Abstract**

This program has three goals. They are to 1) provide inservice training to assist the staff to teach functional reading and study skills, 2) improve student achievement in reading comprehension and the use of reference materials, and 3) expand AV software, nonfiction, and reference books available in the IMC. Using the Functional Reading Program of the Holmen School District as a model adapted to meet these needs, the program includes research reading, survival skill reading, and study skills. To prepare students to function as literate adults who can both get and use information is the goal of the functional reading component. The expected program outcome will be better trained teachers and expanded use of the IMC. As a result, better trained teachers and a better equipped IMC are expected to improve students' study skills and functional reading abilities. The first year of operation for this program is the 1981-82 school year.

**Funding Source(s)**

Elementary Secondary Education Act Title II

**Cost of Implementation**

Blair School District states the cost of the program to be $5,000.00.

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**Program** Computer-Assisted-Diagnostic-Prescriptive Program in Reading and Mathematics (CADPP)
**Contact Person** Debra J. Glowinski
Title I Office
**Address** Box 292
Dillwyn, Virginia 23936
**Telephone** (804) 983-2714 or (804) 983-2863
**Target Grades** Elementary Secondary Education

**Abstract**

CADPP is a remedial program in reading and mathematics designed to supplement the regular school program. Both regular and Title I curricula develop and utilize teacher-made games, worksheets, and manipulative materials. The staff believe that diverse learning styles require a variety of supplemental materials to reinforce skills. CADPP has three major components; A diagnostic approach to individualized instruction; a learning center approach to classroom management; and an individual, computerized prescriptive approach to instruction in areas of need. Essential elements of the program include diagnosis with a criterion referenced test, use of a computer to develop an individualized educational plan, an instructional management system incorporating learning stations, and maintenance of a continuing computer update of instructional activities and pupil progress. Use of a computer to perform the clerical duties allows teachers more time for instruction. Intense staff development provides the computer with a data bank containing information on student characteristics and learning material characteristics. After diagnostic testing and teacher observation define skill needs, the computer matches the two sets of characteristics to prepare the prescription best suited to each individual student. The teacher receives technical assistance in effective implementation of the students's program.

**Program Evaluation**

This program has been validated by the JDRP, 6/79.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Based on 468 pupils, start-up cost is $45.51 per pupil. In addition, cost for implementing a criterion-referenced testing program and instructional management system is $13.64 per pupil. Continuation costs are $10.32 per pupil, based on 630 students.

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**Program** ALPHAPHONICS: Reading Readiness Training Program
**Contact Person** Joanne Stout Judith Brown or Gretchen Ross
Ponderosa School
**Address** 295 Ponderosa
South San Francisco, California 94080
**Telephone** (415) 588-8082
**Target Grades** Primary Education

**Abstract**

ALPHAPHONICS increases reading achievement by promoting the acquisition of basic readiness skills while it helps children develop positive academic self-images. It stresses both positive reinforcement and a belief in the ability of each child to succeed. It combines frequent repetition of letter sounds, systematic review, and immediate correction of confirmation of children's responses with a game-like presentation of materials and a great deal of positive feedback from the teacher. The necessary repetition is made interesting by the presence of Astro, an imaginary friend from outer space. Astro's bag, an essential program prop, contains lesson materials for the day. The children believe Astro is the source of food reinforcements and badges awarded to them each week. An ALPHAPHONICS lesson lasts about 20-30 minutes every day. It can be used for large-group instruction, small-group enrichment, or individualized programming. The children begin an individualized reading program while they continue with the ALPHAPHONICS lessons. The first part of an ALPHAPHONICS lesson consists of a lively class discussion during which the teacher presents the day's worksheets. The teacher then works individually with students who need enforcement or enrichment. ALPHAPHONICS does not require the use of a teacher's aide, although the use of aides allows increased individual attention to each student.

**Program Evaluation**

This program has been validated by the JDRP, 2/25/74.

**Funding Source(s)**

Elementary Secondary Education Act Title III

**Cost of Implementation**

The program's implementation costs are stated to be the following: ALPHAPHONICS manual including Astro's Bag (one per classroom), $34.94; Astro Doll, $34.94; one to one, $2.14; complete set of materials, cost $80.00 per classroom; one-day training, costs of trainers' transportation and per diem (honorarium $100.00 per day during weekends and summer only); training cost through videotaped series varies; filmstrip and cassette overview, $10.00.

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**Program** **Basic Skills in Reading (BASK)**
**Contact Person** Marjorie H. Benz
Manchester Public School District
Amoskeag School
**Address** 121 Front Street
Manchester, New Hampshire 03102
**Telephone** (603) 669-3295

**Abstract**

BASK is an adoptable/adaptable program that can be used in several ways to upgrade reading skills. Target pupils are remedial. It is a pull-out project, using a criterion-referenced format and including individualized diagnosis, prescription, and instruction. The BASK curriculum is targeted to basic reading skills--readiness, phonics, structural analysis, comprehension,and study reference skills. Each child in the program receives 150 minutes of instruction weekly (30 minutes daily), working in small groups or on a one to one basis. The heart of the project is the individualized small-group instruction given daily in the child's familiar classroom setting. Frequent diagnosis and flexible prescriptive teaching ensure pupils' experience of success. Pupils evidencing possible learning disabilities are referred for testing and programming, if needed. Computerized information retrieval is used for diagnosis, prescription, and recordkeeping. The computer also processes progress reports for parents and school staff. The project is designed also for manual recordkeeping and data processing.(GAW)

**Program Evaluation**

This program has been validated by the JDRP, 9/11/75.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Approximately 65% of materials used can be made from materials available at the BASK Resource Center. Commercially available materials make up the remainder. Projected cost per pupil in 1978, $401.20.

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**Program** **Project Catch-Up**
**Contact Person** Fay Harbison
Newport-Mesa Unified School District
**Address** P.O. Box 1368
Newport Beach, California 92660
**Telephone** (714) 760-3300
**Target Grades** Elementary Education

**Abstract**

Project Catch-Up is a laboratory program designed to provide remedial instruction to improve the achievement in reading and/or math skills of children who test in the lowest quartile in these areas. Classroom and laboratory teachers work closely to identify program participants, and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one half hour per day in the laboratory, in groups of one to three, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success, and moves toward the acquisition of more difficult skills armed with increased confidence. Staff have identified materials according to priority. (GAW)

**Program Evaluation**

The model for this program, Project Catch-Up, has been validated by the JDRP, 4/4-5/73.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

The cost for materials is $4.50-$20.00 per child depending on funds available and for equipment three high interest instructional machines per laboratory at $250.00 per machine. Staff needs may be met with Title I funding.

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|---|---|
| **Program** | **A Chance for Every Child** |
| **Contact Person** | Kathryne D. Sowinski<br>Van Dyke Public Schools |
| **Address** | 22100 Federal<br>Warren, Michigan 48089 |
| **Telephone** | (313) 757-3438 or (313) 757-6600, ext.316 |
| **Target Grades** | Elementary Secondary Education |

**Abstract**

A Chance For Every Child uses a team approach to solve the problems of low-achieving students within the regular classroom. Reading specialists work with classroom teachers and principals to develop a sequential program for selected students. The project involves eight factors: the classroom teacher retains instructional responsibility; classroom teacher-consultant dialogue is continual; teacher managerial and instructional skills are upgraded; the student is provided with instruction at his/her individual level; high-interest materials and student recognition are effective motivators; teacher and student attitudes change gradually; high morale is maintained for teachers and students; and achievement, self-confidence, and motivation continue to grow.

**Program Evaluation**

The model for this program, A Chance for Every Child, has been validated by the JDRP, 7/1/76.

**Funding Source(s)**

Elementary Secondary Education Act Title I

**Cost of Implementation**

Initial costs for materials and equipment vary from $500 to $3000 per building; costs for project materials are $150 minimum per building; costs for pre-and posttesting average approximately $0.60 per child. No figure is included for personnel, the largest single item.

## Reading Organizations

The following organizations provide resources and information for educators as well as the general public. **Contact each one directly for further information.**

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**Organization** **Department of Public Instruction**
Division for Management, Planning, and Federal Services
Bureau for Evaluation, Planning, Assessment, and Research
Wisconsin Pupil Assessment Program
**Contact Person** Russell Allen
**Address** 125 South Webster
P.O. Box 7841
Madison, Wisconsin 53707
**Telephone** (608) 266-7941
**Service Area** State of Wisconsin
**Target Group** Teachers and state government officials and citizens.

**Abstract**

The Wisconsin Pupil Assessment Program, administered by the DPI, uses objective-referenced tests, developed in Wisconsin and designed to measure specific objectives in the basic skills areas. The four goals of the program are to provide the legislature, governor's office, and citizens with a measure of student performance in selected academic areas, a comparison of Wisconsin public school students to the rest of the nation in mathematics, reading, and language, a description of student scores over a period of years and materials and technical assistance to schools which voluntarily use the products and processes of the program. Local Wisconsin schools, both public and private, have the option of administering these tests to their own students. (GAW)

**Resources**

Results of the Wisconsin Assessment Program, information about the program, and test construction are available from this office.

**Materials Distribution Policy**

Contact the Assessment Office.

**Publication List**

Publication list available from the DPI Publication Office.

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**Organization** **Wisconsin Research and Development Center for Individualized; Schooling**
University of Wisconsin-Madison
College of Education
**Contact Person** Marshall Smith
**Address** 1025 West Johnson Street
Madison, Wisconsin 53706
**Telephone** (608) 263-4200
**Service Area** State of Wisconsin
**Target Group** Elementary and secondary teachers and colleges of education.

**Abstract**

The mission of the Wisconsin R & D Center is to understand, and to help educators deal with, diversity among students. The Center pursues its mission by conducting and synthesizing research, developing strategies and materials, and disseminating knowledge bearing upon the education of individuals and diverse groups of students in elementary and secondary schools. Specifically, the Center investigates: -diversity as a basic fact of human nature, through studies of learning and development -diversity as a central challenge for educational techniques, through studies of classroom processes -diversity as a key issue in relations between individuals and institutions, through studies of school processes -diversity as a fundamental question in American social thought, through studies of social policy related to education. The Wisconsin Research & Development Center is a non-instructional department of the University of Wisconsin-Madison School of Education, supported primarily with funds from the National Institute of Education. (GAW)

**Resources**

Books, scholarly reports, workshops, conferences, films, filmstrips, games.

**Materials Distribution Policy**

Single copies of a few items are available free of charge from the Center office. Most items are sold for a cost-recovery fee.

**Publication List**

"Bibliography of Publications" is available free of charge from the Center Office.

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|---|---|
| **Organization** | **International Reading Association** |
| **Contact Person** | Drew Cassidy |
| **Address** | 800 Barksdale Road<br>P.O. Box 8139<br>Newark, Delaware 19711 |
| **Telephone** | (302) 731-1600 |
| **Service Area** | International |
| **Target Group** | Reading teachers and colleges of education. |

**Abstract**

The IRA, a professional organization which includes parents, has three general goals: to improve the quality of reading instruction through the study of the reading process and teaching techniques, to promote the lifetime reading habit and awareness among all people of the impact of reading, and to promote the development of every reader's proficiency to the highest level. It is organized into councils and national affiliates which, as the working foundation of the Association, hold regular meetings, annual and regional conferences. A world conference is held biannually. Committees explore in depth many subjects such as adult basic education, parents and reading. The program is supported by professional staff. (GAW)

**Resources**

The four journals are "The Reading Teacher," "Journal of Reading," "Reading Research Quarterly" and "Lectura y Vida." Numerous books and pamphlets are also produced.

**Materials Distribution Policy**

Items are sold for a cost recovery fee with a discount to members.

**Publication List**

An annual catalog "Publications" is available from the Association.

# Basic Skills Resource Guide

## Section V

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## Writing

Consultant Services .................................... Page 1
Print Resources .......................................... Page 2
Program Descriptions ................................ Page 9
Organizations ............................................ Page 15

The following persons provide consultant services from DPI. Their services and resources are described briefly. **Contact them directly for further information.**

| | |
|---|---|
| **Name** | **Kellner, Robert** |
| **Job Title** | Supervisor, English And Communication Arts |
| **Organization** | Department of Public Instruction<br>Division for Instructional Services<br>Bureau for Program Development |
| **Address** | 125 South Webster Street<br>P.O. Box 7841<br>Madison, Wisconsin 53707 |
| **Telephone** | (608) 267-9270 |
| **Target Group** | Local school districts. |

**Abstract**

Provides state level leadership, supervision, coordination and consultation related to English, speech, theater and journalism education in Wisconsin. This includes assistance with curriculum development at the local level, program coordination between elementary, secondary and higher education, channeling to local schools and universities pertinent information available from state and national sources and developing programs based on professional research, DPI guidelines and local district needs.

**Resources**

Curriculum planning, development and implementation guides; program evaluation materials; elementary and secondary skill development materials; bibliography materials for professional organizations; local school and university program data.

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The following print resources may be obtained from the source or sources indicated. This information follows the label **Source(s)** in each entry.

- If the item is available on microfiche and you wish to borrow it for one month, send your request to: **DPI Library, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707.** ***Be sure to include the six digit number which begins with the letters "ED".*** This number is printed after the microfiche loan information.
- If the item is available in hard copy and you wish to purchase it, contact the source indicated. The latest available price information is included.
- If the item is a journal article, request a copy from your local school IMC or public library. If the library does not have it, request that they get it through interlibrary loan.

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**Author(s)** Bernhardt, Bill
**Title** **A Short Course in "Just" Writing**
**Jour Cit** Teachers and Writers Collaborative Newsletter; 6; 2; 24-32; w 75
**Source(s)**
**Hard Copy** Interlibrary Loan - Journal Article
**Abstract**

Describes a brief creative writing course in which students can teach themselves how to write and includes sample instructional materials and exercises. (RB)

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**Author(s)** Brown, Rosellen, Ed.; And Others
**Title** **The Whole Word Catalog.**
**Orig Inst** Teachers and Writers Collaborative, New York, N.Y.
**Pub Date** 72
**Note** 128p.
**Source(s)**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 32958, $1.50 non-member, $1.40 member)
**Abstract**

This catalog, addressed to teachers of writing in the elementary and high schools, consists of (1) suggested assignments to stimulate creative writing, (2) descriptions of materials and assignment references that might be used with the assignments, (3) a list of books and magazines containing anthologies of writing by young people, and (4) resource lists and organizations useful to the writing teacher. The catalog is a product of the Teachers and Writers Collaborative, an organization of professional writers, poets, and teachers experimenting with innovations in the teaching of writing. Many of the ideas were developed in large classrooms in New York City, but they can be used with small groups and with individual students. The assignments represent open-ended "recipes" rather than strictly defined methods or curriculum designs; the authors stress that students should write for enjoyment, with their own voices, not mimicking the voice of a textbook poet or a voice they think the teacher wants to hear. (Author/DI)

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**Author(s)** Kellner, Robert
**Title** **Analysis of K-12 Writing Programs Based on NCTE Standards for Basic Skills.**
**Orig Inst** Wisconsin State Dept. of Public Instruction, Madison.
**Pub Date** May 79
**Note** 11p.

**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED196034**

**Abstract**

As a means of assisting school districts in their appraisal of kindergarten through grade twelve writing programs, a brief list of questions concerning the major areas that form the nucleus of a balanced program is presented in the form of a rating scale. The questions cover the following areas: (1) background for a writing program, (2) overall plan of the program, (3) philosophy and articulation, (4) student and teacher activities associated with the writing process, (5) student and teacher activities associated with usage and revision, (6) evaluation of individual student writing growth, (7) program evaluation, and (8) parent involvement. (FL)

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**Author(s)** Kasden, Lawrence N., Ed.; Hoeber, Daniel R., Ed.
**Title** **Basic Writing: Essays for Teachers, Researchers, and Administrators.**
**Orig Inst** National Council of Teachers of English, Urbana, Ill.
**Pub Date** 80
**Note** 178p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED186928**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 02689, $7.75 member, $9.50 non-member)

**Abstract**

The 12 essays in this collection address the concerns of basic writing teachers and those who teach basic writing teachers. The first essay discusses the characteristics of the low achieving college students who require basic writing instruction and argues for basic writing courses that are based upon a thorough understanding of students' nature and needs, while the second essay focuses on the composing process used by some basic writers and on the differences between this process and the composing process of more skilled writers. The following four essays contain descriptions of a basic writing program at a community college, the programs designed for use by the member schools of the Western North Carolina Consortium, a writing laboratory, and an interdisciplinary writing program at Boston University. The seventh essay discusses writing assessment and recommends the use of a carefully constructed objective test of students' knowledge of writing skills, while the eighth essay reviews the types of tests basic writing teachers and administrators may use and the purposes of each. The ninth essay discusses the training of teachers of basic writing and the tenth addresses staffing and operating peer-tutoring writing centers. The eleventh essay reviews research in the area of writing and the final essay provides a selected bibliography of composition and basic writing. (FL)

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**Title** **All About Letters.**
**Orig Inst** National Council of Teachers of English, Urbana, Ill.; Post Office Dept., Washington, D.C.
**Pub Date** 79
**Note** 68p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED181463**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801 (Stock No. 01135, $1.50 single copies; 20 or more $0.75; Orders must be prepaid)

**Abstract**

This booklet, designed to promote the letter writing habit, provides information about writing letters in a variety of situations. It is divided into several short sections with illustrations. Reasons to write letters and postcards are offered by several authors and celebrities including Stevie Wonder, Darryl Stingley, and "Dear Abby." Addresses for pen pal organizations are provided, and places to write for celebrity addresses are suggested. Tips on writing letters are given on the following topics: writing about consumer problems writing and applying to colleges, writing letters of job application, writing letters to the editor, writing for information of all types and writing to government representatives. Many sources for addresses and hints on how to address mail properly are provided. Address abbreviations and an explanation of the ZIP code are also included. The last section, a student's guide to postal services and products, explains classes of mail, speed of delivery of different types of mail, how to send valuables through the mail, packaging, and various proofs of mailing and delivery. (MKM)

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**Author(s)** Stanford, Gene; And Others
**Title** **How to Handle the Paper Load. Classroom Practices in Teaching English, 1979-1980.**
**Orig Inst** National Council of Teachers of English, Urbana, Ill.
**Pub Date** 79
**Note** 134p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED176334**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 06897, $4.50 member, $5.00 non-member)

**Abstract**

This collection of 27 articles written by educators suggests to classroom teachers creative ways of teaching writing well even when confronted with unreasonably large classes. The articles are presented under six main headings: ungraded writing, teacher involvement--not evaluation, student self-editing, practice with parts, focused feedback, and alternative audiences. The first section deals with free-writing, journals and other nongraded activities that can have an effect on students' skill development; the second section presents ways teachers can become directly involved in the writing process--lab tactics, role playing, and writing along with their students; the third section deals with ways students can identify and correct weaknesses in their own work before submitting it; the fourth section suggests the identifying of specific skills students need to practice and of ways to practice them with shorter forms or with particular aspects of writing; the fifth section recommends that teachers focus on a few errors that can be corrected by students at their present level of skill; and the last section includes methods involving peer evaluation and proofreading of student writing, and setting up critique groups in the classroom. (AEA)

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**Title** **Composition in the Language Arts, Grades 1-8: An Instructional Framework. Bulletin No. 5478.**
**Orig Inst** Wisconsin State Dept. of Public Instruction, Madison.
**Pub Date** (78)
**Note** 34p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED170767**
**Hard Copy** Department of Public Instruction, Publications office, 125 South Webster Street, P.O. Box 7841, Madison, WI, 53707, $1.00

**Abstract**

Designed to help elementary and middle school language arts teachers structure a comprehensive objectives-based composition program, this guide attends to fundamental rhetorical concepts that should enable schools to effectively use existing resources while extending the range of instructional potentials in areas not often included in commercially produced materials. The guide is premised upon the importance of rhetorical concepts, processes, and forms in effective composition; it delineates objectives and activities in selected major composition areas; and it includes guiding questions and definitions for writer self-evaluation. An appendix contains student monitoring sheets. (FL)

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**Author(s)** Chew, Charles R.; Schlawin, Sheila A.
**Title** **Write? Right!**
**Orig Inst** Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.
**Pub Date** 78
**Note** 86p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED165164**

**Abstract**

The materials in this manual include the activities and creative writing samples from a summer inservice writing skills workshop conducted for 32 teachers from seven school districts. The outlined writing activities cover a variety of topics that involve describing real and imaginary objects, naming objects in a newly created world, writing poetry using printed words from the newspaper, composing shopping lists for characters from children's stories, creating slogans for campaign buttons, and writing according to the forms used in obituaries, television guides, and advertisements. The manual also contains detailed lesson plans developed by the workshop participants, a discussion of the place of basic skills in writing, suggestions for evaluating student writing, a bibliography of teacher resources on writing, and ideas for expository writing that require using the community and school as resources. (MAI)

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**Title** **Language Arts Task Force Scope and Sequence for Writing Skills K-12. Revised Edition.**
**Orig Inst** Mounds View Public Schools, St. Paul, Minn.
**Pub Date** 77
**Note** 35p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED163496**
**Abstract**

Following an organizational outline of specific language skills associated with expository writing (but applicable to creative writing as well), this booklet charts the introductory, teaching/refinement, and mastery levels from kindergarten through grade 12 for writing skills in the categories of sentence structure, paragraph structure, composition, research paper skills, and proofreading/revision skills. The booklet includes a glossary of terms and answers to commonly asked questions about the scope and sequence of the writing skills. (RL)

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**Author(s)** Florio, Susan
**Title** **The Problem of Dead Letters: Social Perspectives on the Teaching of Writing. Research Series No. 34.**
**Orig Inst** Michigan State Univ., East Lansing. Inst. for Research on Teaching.
**Pub Date** Jun 78
**Note** 21p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED163492**
**Abstract**

Comments of experienced teachers suggest that writing may be avoided in school not simply because of its inherent difficulty, but because its undertaking typically lacks connection to anything else in the lives of students or teachers. It is possible that teachers can best serve the acquisition of writing skills by structuring the social occasions within which writing might function meaningfully, thus creating a situation similar to that in which children first acquire language skills. One second-grade classroom in central Michigan, in which children do a great deal of writing, was studied closely by researchers during one school year. The classroom had been transformed into the town of "Betterburg" and included such features as law enforcement and governing agencies, cultural and commercial activities, and a postal system. Children wrote often and produced a wide variety of documents; their central writing activity was writing letters to each other, their families, and such outsiders as manufacturers of toys and games. The postal system of Betterburg symbolizes the potential efficacy of the students in the world of communication. (The report includes items showing the importance students attached to their town of "Betterburg" and a table showing writing products and occasions for writing on one particular day.) (GW)

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**Author(s)** Day, Robert, Ed.; Weaver, Gail Cohen, Ed.
**Title** **Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).**
**Orig Inst** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
**Pub Date** 78
**Note** 122p.
**Source(s)**
**Microfiche** One month loan from DPI Library; ***Request*** **ED161038**
**Hard Copy** National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 09284, $4.75 member, $5.50 non-member)
**Abstract**

This bibliography annotates over 700 books and articles published from 1950 to 1976 that discuss the teaching of creative writing in the elementary and secondary classroom. It is intended to enable teachers to locate a variety of materials to aid in planning teaching approaches and techniques and to help teachers and students pursuing studies on the teaching of creative writing to learn about relevant research studies and teaching trends. The entries are divided into four categories: theory (the value of creative writing, teacher- and classroom-related factors, and research findings); practice (teaching the writing process, teaching poetry writing, teaching fiction and drama writing, and materials for student use); results (responding to student work and publishing student work); and special resources (anthologies of student work, magazines that publish student work, writing contests, and other resources). The bibliography is indexed both by author or editor and by subject. (TJ)

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|---|---|
| **Author(s)** | Cooper, Charles R., Ed.; Odell, Lee, Ed. |
| **Title** | **Research on Composing: Points of Departure.** |
| **Orig Inst** | National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 78 |
| **Note** | 209p.; Papers from the Buffalo Conference on Researching Composing held at the State University of New York at Buffalo in 1975 |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED159673** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 40696, $6.50 non-member, $5.50 member) |

**Abstract**

While the chapters of this book present a variety of perspectives, they share the common goal of redirecting and revitalizing research on written composition. The authors review research on written discourse and the composing process and raise questions regarding information and skills that teachers and researchers need to consider. The chapters discuss implications for research in composing; the composing process and the functions of writing; needed research on invention (when rhetorical theory is the basis of composing); implications of cognitive-developmental psychology for research on composing; the role of the hand, eye, and brain in the writing process; the writing of young children; the process of discovery in internal revision; research strategies for the study of revision in writing poetry; helping young children start to write; and procedures for identifying invention in writing. (MAI)

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|---|---|
| **Author(s)** | Cooper, Charles R.; Odell, Lee |
| **Title** | **Evaluating Writing: Describing, Measuring, Judging.** |
| **Orig Inst** | National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 77 |
| **Note** | 163p. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED143020** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 16221, $5.75 non-member, $4.50 member) |

**Abstract**

The purpose of this book is to provide a comprehensive summary of current information on describing writing and measuring growth in writing, intended to help teachers decide which aspects of the process and the product to examine, how to determine a writer's specific instructional needs, how to measure growth in writing ability, and how to involve students in the evaluation of writing. Separate articles discuss the following topics: various approaches to holistic evaluation, with particular attention to analytic scales; a new holistic scoring procedure, Primary Trait Scoring, developed for use in a nation-wide assessment of writing performance; ways in which the computer can be used to characterize maturity of word choice in students' papers; new and unpublished research that affirms earlier findings by Kellogg Hunt and Francis Christensen about the development of syntactic fluency in school-age writers; a procedure for identifying the basic intellectual strategies writers use in formulating and presenting their ideas and feelings; and three ways to involve students in evaluation--individualized goal setting, self-evaluation, and peer evaluation. (GW)

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|---|---|
| **Author(s)** | Cunningham, Donald H., Ed.; Estrin, Herman A., Ed. |
| **Title** | **The Teaching of Technical Writing.** |
| **Orig Inst** | National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 75 |
| **Note** | 219p. |

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| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED113721** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 51752, $4.95 non-member, $4.50 member) |

**Abstract**

The purpose of this collection of papers is to serve as a guide for the English teacher in the field of technical and scientific writing. The eight main sections concern the definition and the teaching of technical writing; the skills, needs, and goals of the technical writing student; teacher appraisal of the technical writing curriculum; practical classroom approaches to technical writing; methods for evaluating technical writing; the importance of effective technical writing in industry; and technical writing as a science and as an art. A bibliography of approximately 60 items concerning the teaching of technical writing is also included. (TS)

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|---|---|
| **Author(s)** | Landrum, Roger; And Others |
| **Title** | **A Day Dream I Had at Night and Other Stories: Teaching Children How to Make Their Own Readers.** |
| **Orig Inst** | Teachers and Writers Collaborative, New York, N.Y. |
| **Pub Date** | 71 |
| **Note** | 131p.; Contributions by children from PS1 and PS42 in New York City |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED064208** |
| **Hard Copy** | National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 10584r, $4.50 non-member, $3.15 member) |

**Abstract**

The teachers guide explains how original class reading books were made from children's own work for an elementary grade oral literature project in an urban education environment, and presents a collection of these stories. The objective was not to set up scholastic rules for composition but, rather, to concentrate on the natural competency of bilingual children with spoken language. Since children of many races and cultures comprised the two experimental classrooms the intention was to have children express themselves in terms of their cultural heritage, retaining and encouraging the ethnic flavor in a comfortable yet imaginative manner. The teacher hand-wrote stories that children volunteered to tell them, typed the stories, and returned them to the individual students to read. Pronunciation errors and patterns of grammatical errors were noted by the teacher during transcription, making these mistakes gradually evident to the student. Sets of language drills were designed by the teacher to correct these problems. From this project the children gained an enjoyment of literature, a sense of competency with language, and most important, a sense of society within the classroom. (SJM)

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| **Author(s)** | Emig, Janet |
| **Title** | **The Composing Processes of Twelfth Graders.** |
| **Orig Inst** | National Council of Teachers of English, Urbana, Ill. |
| **Pub Date** | 71 |
| **Note** | 160p. |
| **Source(s)** | |
| **Microfiche** | One month loan from DPI Library; ***Request*** **ED058205** |
| **Hard Copy** | The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 14629: $3.00; 15 or more, $2.70 each, prepaid) |

**Abstract**

This inquiry examines the composing process of twelfth-grade writers, using a case study method. Eight twelfth graders were asked, in four sessions, each, to give autobiographies of their writing experiences and to compose aloud three times in the presence of a tape recorder and an investigator. Four hypotheses were formulated: (1) Twelfth-grade writers engage in two modes of composing - reflexive and extensive - characterized by processes of different lengths with different clusterings of components; (2) These differences can be ascertained and characterized through having twelfth-grade writers compose aloud; (3) In the composing process of these writers, a set of stylistic principles governs the selection and arrangement of components--lexical, syntactic, rhetorical and imagaic; and (4) For twelfth-grade writers extensive writing occurs chiefly as a school-sponsored activity; reflexive, as a self-sponsored one. The data reveal that: (1) For the sample students, the sponsorship of these two modes of composing is divided, with extensive writing occurring chiefly as the school-sponsored mode and with reflexive writing occurring as a self-sponsored activity; and (2) The composing process for the two modes differs in length and in the clustering of components. The data suggest, for future studies, an extensive examination of the verbal behavior of the students when composing aloud.

Finally, the data strongly imply that changes need to be made in the way composition is taught in American secondary schools. (Author/CK)

The following program descriptions include the name, address, and telephone number of a contact person. For more information, contact this person directly.

If the program is from outside the state of Wisconsin, it is part of the **National Diffusion Network (NDN)**. In addition to contacting the program directly you can also receive information about these programs from: **The Wisconsin State Facilitator Office, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707. Telephone (608) 266-9897**

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| **Program** | **Project Read-Write** |
| **Contact Person** | Ethel Uries<br>Hawkins Street School |
| **Address** | 8 Hawkins Street<br>Newark, New Jersey 07105 |
| **Telephone** | (201) 733-8216 |
| **Target Grades** | Intermediate Grades |

**Abstract**

Project Read-Write is designed to be consistently applied by the classroom teacher to augment the basic reading program in order to develop vocabulary and promote total comprehension. The program involves the application of prescriptions--specially developed strategies designed to teach one major skill and several ancillary skills simultaneously. Each prescription involves the use of one or more language-manipulation techniques. The prescriptions are structured writing and/or oral activities that can be used with materials already available in the classroom. The prescriptions encourage students to react holistically to a reading selection and to incorporate, within these activities, their own ideas, experiences, perceptions and feelings. The prescriptions cover a wide range of reading objectives, from phonics and structural analysis to inferential, critical and creative, as well as literal comprehension. The prescriptions are arranged within the Project Read-Write Resource and Instructional Manual according to major objective and level of difficulty. The program also offers a checklist that can be used in conjunction with formal and informal diagnosis to list and establish a priority ranking of pupil needs on a class, group, and individual basis. This checklist becomes an ongoing record of pupil achievement and accompanies the student as he or she proceeds through the grades.

**Program Evaluation**

This program has been validated by the JDRP, 11/25/80.

**Funding Source(s)**

Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title IV

**Cost of Implementation**

Program implementation costs are stated to be the following: Adopter assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. Adopter assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff if a training or awareness presentation is given out of state. Resource and instructional manual: $20 per copy. Administrator's manual: $7.50 per copy.

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|---|---|
| **Program** | **The New Jersey Writing Project** |
| **Contact Person** | Linda Waitkus<br>South Brunswick Public Schools |
| **Address** | Monmouth New Jersey 08852 |
| **Telephone** | (210) 329-4044 |
| **Target Grades** | Secondary Education |

**Abstract**

The New Jersey Writing Project is a state-wide writing program based on a thorough knowledge of the composing process. This project is predicated on the following assumptions: writing is a process and a mode of learning; teachers of writing should write; teachers teaching teachers accomplish efficient curriculum change; theory about and assessment of writing should enhance classroom practices. The program involves three stages: teacher training, implementation and staff development, and assessment. The teacher training stage is a three-week summer institute for teachers form multiple districts in the same geographic location. Each day of the training program is divided into a writing/sharing morning session and a theory presentation in the afternoon. The second stage is a two part program. First, returning teacher consultants introduce writing as a process into their classrooms. Within the confines of the regular English period each teacher provides time for students to write in class. All students are instructed in the process of effective editorial feedback. Teachers do not have to edit each student's paper because students do that for themselves and for others. Second, in addition to implementation in the classroom the returning teachers begin staff development programs suited to the unique needs of district curricula. The third stage involves the development and use of assessment instruments and procedures. This evaluative phase encompasses the following components: students' writing samples training for teachers in holistic scoring: and teacher and student writing attitude surveys.

### Program Evaluation

The New Jersey Writing Project has been validated by the JDRP, 5/23/79.

### Funding Source(s)

National Endowment for the Humanities

### Cost of Implementation

Costs include salary and travel costs for trainer, payments to participating teachers, and charges for paper and supplies.

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**Program** **Individualized Language Arts: Diagnosis, Prescription, and Evaluation**
**Contact Person** Jeanette Alder
Woodrow Wilson School
**Address** Hawxhurst Avenue
Weehawken, New Jersey 07087
**Telephone** (201) 865-1506
**Target Grades** Intermediate Grades

### Abstract

At least three times a year, the teacher evaluates writing samples composed on self-selected topics by each student. Utilizing criteria common to nearly all language arts programs, he/she then is able to assign priorities to the needs of the class as a whole, of groups of students, and of individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of writing or rewriting techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A recordkeeping system permits students, teachers, administrators, and parents to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with pre-existing language arts curricula and objectives.

### Program Evaluation

The program has been validated by the JDRP, 5/74.

### Funding Source(s)

Elementary Secondary Education Act Title III

### Cost of Implementation

Costs of releasing teachers and administrators for training workshops; per diem, travel, and lodging costs for project staff if training is given outside of New Jersey. Teacher's Resource Manuals ($10 per copy) and Management Manuals (estimated $2 per copy). DPI Publications Office.

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**Program** **SMILE ( Self-Concept and Motivation Improvement through Language Experience)**
**Contact Person** Barbara Plaisted
Waterloo School District
**Address** 785 North Monroe Street
Waterloo, Wisconsin 53594
**Telephone** (414) 478-2845
**Target Grades** Elementary Education; Junior High Schools

### Abstract

The SMILE program uses the language experience approach to develop the reading and writing skills of low ability students in grades 1 through 8. Based on the philosophy that student experiences generate the ability to talk, write and read, the program develops the students' self-concept through participation in successful writing and reading of personalized stories. Activities used to develop stories include walking trips to local industries and businesses, cooking, making crafts, performing science experiments in class, and speakers with various backgrounds and interests. The 'SOUNDS OF LANGUAGE' series by Bill Martin Jr. and commercially published trade books that have a repeater story line are also used. Prewriting activities include generating vocabulary lists, listening to related stories, reading and writing directions, and participating in discussions. The students' efforts are published in attractive formats; sizes, styles and shapes are varied and appealing. Twice a year an informal reading inventory is given to determine specific skill strengths and weaknesses of each student. Word attack skills, sight vocabulary and comprehension skills are developed using the students' own writing and vocabulary lists. (RH)

**Funding Source(s)**

Elementary Secondary Education Act Title IV; Local School District

**Cost of Implementation**

Salaries for resource room teacher and instructional aide. Approximately $25 per student for consumable materials such as construction paper, laminating paper, film, and cooking supplies.

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**Program** **The Weehawken Project For Improving Written Composition**
**Contact Person** Fred A. Cruckson, Director of Instruction
Fond du Lac School District
**Address** 72 South Portland Street
Fond du Lac, Wisconsin 54935
**Telephone** (414) 922-4210
**Target Grades** Intermediate Grades; Secondary Education

**Abstract**

In the 1978-79 school year, the Fond du Lac School District implemented a replication of the Weehawken, New Jersey writing project in 23 public and private schools in grades 4-9. Teachers used selected techniques and procedures to further student writing skills. The 1980-81 school year saw the project focus on students in grades 10-12. An adaptation of the Weehawken Model was used in 3 schools. To help the teachers implement the project, training sessions, resource manuals, texts and additional services were provided. Inservice programs and a fall workshop of the Wisconsin Council of Teachers of English as well as numerous trips to outlying school districts to examine writing centers, curricula and methods provided further background. A Letter Writing Week was successful in raising community sensitivity to the value of writing. The project newsletters, distributed to administrators, staff, and to parents served as a good communication tool between the parents and the schools involved. (RH)

**Program Evaluation**

The Weehawken Project for improving written composition has been validated by the JDRP. The replication projects at Fond du Lac WI, 1978-79 for grades 4-9, 1980-81, grades 10-12 were evaluated.

**Funding Source(s)**

Elementary Secondary Education Act Title IV

**Cost of Implementation**

A teacher's manual is available from the Weehawken School District in Weehawken, New Jersey at $10.00 a copy. Fond du Lac chose to employ a full-time project director for the initial year. This involved $37,500.00 for implementation activities.

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**Program** **Language Arts Program**
**Contact Person** Dr. Terrance J. Sheridan
Eau Claire School District
**Address** 1222 Mappa Street
Eau Claire, Wisconsin 54701
**Telephone** (715) 834-9104
**Target Grades** Elementary Secondary Education

**Abstract**

The Eau Claire Area School District's Language Arts Program includes three components: curriculum development, assessment, and staff development. The first centers on identifying a specific set of skills for each grade level, on teaching activities and writing exercises to develop the skills and on writing as a process. Assessment includes standardized testing in grades K-6-9-12 each year using the Circus/STEP series, collection and scoring of writing samples in grades 3-6-9-11 each year and classroom evaluation of writing using a standard guide. Staff development includes local inservice aimed at orientation to curriculum/skill continuum, teaching techniques, and feedback on assessment results. Results show that writing scores are increasing on the standardized test results.

**Funding Source(s)**

Local School District

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**Program** **Reading/English Rotation Model-Junior High (RER)**
**Contact Person** Nancy Gurrie
Beloit Public School District
**Address** 220 West Grand Avenue

Beloit, Wisconsin 53511
**Telephone** (606) 364-5755
**Target Grades** Junior High Schools

**Abstract**

Beloit's two junior highs are adopter/adapter schools of the nationally validated Title I READING/ENGLISH ROTATION (RER) PROJECT developed in Thomson, Georgia. Procedures for student selection, instructional emphasis, and evaluation have been designed to meet the unique needs of Beloit's Title I eligible population. Beloit's RER project involves 7th grade students. The aim of the project is to increase low achieving students' facility with reading and writing and, subsequently, raise achievement levels. The thrust is an integration of the language arts in both instruction and program organization. The RER project is Beloit's attempt to explore an alternative to traditional pull-out programs for Title I students. The project utilizes three classrooms: an English classroom, a reading room and a Title I skills lab. Students are divided into three groups according to reading level. The three groups rotate among the three classrooms during the period of the rotation project. The building administrators schedule the students into a language arts block consisting of the first two class periods of the morning for a total of 90 minutes. One of those periods would have normally been English and one a study hall. The RER staff in each school consists of a district funded reading specialist, a district-funded English teacher, a Title I teacher and a Title I instructional aide. One staff member serves as a team leader. All team members have a common planning period during the third class period of the morning and plan together at least once a week. In the READING ROOM the reading specialist instructs students in basic reading comprehension, vocabulary and word analysis skills. She introduces themes, reading skills and vocabulary. In the ENGLISH ROOM students are engaged in basic English skills including language study (grammar and spelling), composition (content and mechanics, and oral language skills. In the SKILLS LAB the Title I teacher, assisted by an instructional aide, provides for small group and individualized help in reading and writing through the use of language techniques and specific skill reinforcement.

**Funding Source(s)**

Elementary Secondary Education Act Title I; Local School District

**Cost of Implementation**

Specific personnel, inservice and materials costs for Beloit's (Wisconsin) project are available from the school district.

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**Program** **Fond du Lac's Letter Writing Week**
**Contact Person** Jerome Sullivan
Fond du Lac School District
**Address** 495 Wabash Avenue
Fond du Lac, Wisconsin 54935
**Target Grades** Elementary Secondary Education

**Abstract**

The Fond du Lac School District sponsored a Letter Writing Week in cooperation with the United States Post Office and local businesses to focus public attention on the importance of the written word. Letters, written by parents were distributed by the Post Office to children at school who then answered them. A logo was designed and busine[illegible]eatured the week on their signs. (GAW)

**Funding Source(s)**

Local School District

**Cost of Implementation**

The Fond du Lac School District estimates the cost of the program to be $2,000.00

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**Program** **Weehawken Individualized Language Arts**
**Contact Person** Sharon Korback
Prairie du Chien School District
**Address** 420 S. Wacouta Avenue
Prairie du Chien, Wisconsin 53821
**Telephone** (608) 326-8451
**Target Grades** Elementary Secondary Education

**Abstract**

The Prairie du Chien School District adopted the nationally validated writing instruction model, Individualized Language Arts, designed and disseminated by the Weehawken, New Jersey School District. The ILA is a method for teachers of K-12 which provides procedures, strategies, and specific examples of how to analyze students' writing and teach writing. The approach is one of discovery and can be used with almost any kind of classroom organization, i.e. self-contained, non-graded, team-taught, etc. The project's rationale is that linguistics, the study of language, provides knowledge which can be translated into techniques for improving selected aspects of writing instruction. These techniques can be blended with a language-experience approach, so that the language, feelings, and ideas of students can be used to promote motivation, precision, and control. Furthermore, such instruction uses writing activities in all parts of the curriculum and can be organized to provide teachers and students with continuous diagnosis of writing needs, prescriptions of relevant methodology, and evaluation of results.(BJS)

**Funding Source(s)**

Elementary Secondary Education Act Title IV

**Cost of Implementation**

The costs of this program's implementation include the expense of teachers' manuals at ten dollars each, an expandable folder for each student, and in-service training.

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| **Program** | **Remedial Summer School Competency Program** |
| **Contact Person** | Marlin L. Tanck<br>Sheboygan Area School District |
| **Address** | 830 Virginia Avenue<br>Sheboygan, Wisconsin 53081 |
| **Telephone** | (414) 459-3533 |
| **Target Grades** | Junior High Schools |

**Abstract**

The district board of education requires students to pass a competency test in three basic skills areas. Beginning with the class of 1983, students must demonstrate competency in mathematics, reading, and writing. Eighth graders are given an equivalent test to prepare them for the actual test they will take when they are sophomores. This diagnostic "flag" will identify students with serious deficiencies in the basic skills who may have difficulty passing the competency test. The project has two goals. First, the project proposes to set up a remedial program modeled after a similar program in Racine, Wisconsin for those students identified as deficient. It will institute a four-week course focusing on deficiencies identified by an objective referenced test. Second, a curriculum will be developed which will allow teachers to design instructional approaches to address deficiencies identified by testing. This process will allow the information revealed by the testing program to be translated into instructional strategies.

**Funding Source(s)**

Elementary Secondary Education Act Title II

**Cost of Implementation**

District states the costs to be $4,986.664.

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| **Program** | **Gifted Writers** |
| **Contact Person** | Sue Broeniman<br>Plymouth Joint School District No. 8 |
| **Address** | Highland Avenue<br>Plymouth, Wisconsin 53073 |
| **Telephone** | (414) 892-2661 |
| **Target Grades** | Secondary Education |

**Abstract**

The Gifted Writers program emphasizes creative writing skills. The four year curriculum covers the following genres: poetry, narrative writing, persuasive writing, playwriting, journalism, descriptive writing, and the short story. Students are recommended for the program by teachers; writing samples are evaluated to determine placement of recommended students. In the program revision is stressed and individual skills are developed. (BJS)

**Funding Source(s)**

Elementary Secondary Education Act Title IV

**Cost of Implementation**

District estimates the cost of the program to be $8,000.00; costs include the following: materials, released time of one hour per day for coordinator, consultant services and training for the staff.

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| **Program** | **Writing Lab** |
| **Contact Person** | Rebecca Sieve<br>Rio School District |
| **Address** | Church Avenue<br>Rio, Wisconsin 53960 |

**Telephone** (414) 992-3141
**Target Grades** Secondary Education
**Abstract**

The Writing Lab, nicknamed the "NOOK," was created at Rio Jr/Sr High School to help students develop their writing skills. The Lab is open fifteen hours per week and is staffed by four English teachers. Students may use the Lab during study halls or upon the supervising teacher's referral, if during regular class time. Appointments are encouraged to assure immediate attention by a staff member. The faculty is urged to assign written papers in all subject areas and is given referral forms for students who show need for an improvement in writing skills. The student is expected to visit the Lab until he/she has met the standards of the referring teacher. Visitation records are kept by requiring everyone visiting the Lab to register and progress reports are charted by filling out forms stating the objectives of each assignment. Gifted students also are encouraged to visit the Lab. Creative writing and advanced literature courses are taught on a tutorial basis. The Nook was developed in the winter of 1981 and will again be part of Rio's curriculum in the 1981-82 school year.

**Funding Source(s)**

Local School District

**Cost of Implementation**

A low cost writing lab can be developed in a quiet area of the school using extra school equipment or donated used articles as furnishings. At least one filing cabinet and several tables and chairs are necessary.

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**Program** **Stevens Point Area Senior High School Writing Lab: The Write Place**
**Contact Person** Pauline M. Pray
Stevens Point Area Public Schools
**Address** 1201 North Point Drive
Stevens Point, Wisconsin 54481
**Telephone** (715) 346-2021
**Target Grades** High Schools
**Abstract**

The Write Place provides informal tutorial help to students with their writing problems in any/all curricular area(s). Long term or single session assistance is designed with each student who comes in with a piece of writing in progress, or who wants to work on any area of writing. The lab also provides outreach to teachers in other curricular areas to help them design writing assignments and evaluation techniques specific to their needs. Lab personnel will assist in preparation and presentation of writing techniques with classroom teachers. Students can then go to the Write Place for help as they complete the assignment. Teachers from all subject areas may refuse to grade poorly written work and send students with it to the lab for help with the revision within time limits they establish. Peer tutoring is used as available students can be trained and supervised. The Write Place "gives help, not grades" in a supportive, informal atmosphere.

**Funding Source(s)**

Local School District

**Cost of Implementation**

Staff for every hour of the school day (1.4 FTE)*; Materials, $75.00; Books $150.00; Equipment: files, furniture, viewers etc. *The staff is vital, other things can be added.

The following organizations provide resources and information for educators as well as the general public. **Contact each one directly for further information.**

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| **Organization** | **Department of Public Instruction**<br>Division for Management, Planning, and Federal Services<br>Bureau for Evaluation, Planning, Assessment, and Research<br>Wisconsin Pupil Assessment Program |
| **Contact Person** | Russell Allen |
| **Address** | 125 South Webster<br>P.O. Box 7841<br>Madison, Wisconsin 53707 |
| **Telephone** | (608) 266-7941 |
| **Service Area** | State of Wisconsin |
| **Target Group** | Teachers and state government officials and citizens. |

**Abstract**

The Wisconsin Pupil Assessment Program, administered by the DPI, uses objective-referenced tests, developed in Wisconsin and designed to measure specific objectives in the basic skills areas. The four goals of the program are to provide the legislature, governor's office, and citizens with a measure of student performance in selected academic areas, a comparison of Wisconsin public school students to the rest of the nation in mathematics, reading, and language, a description of student scores over a period of years and materials and technical assistance to schools which voluntarily use the products and processes of the program. Local Wisconsin schools, both public and private, have the option of administering these tests to their own students. (GAW)

**Resources**

Results of the Wisconsin Assessment Program, information about the program, and test construction are available from this office.

**Materials Distribution Policy**

Contact the Assessment Office.

**Publication List**

Publication list available from the DPI Publication Office.